DOCUMENT RESUME

ED 203 256 CG 015 239

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TITLE Grab H.O.L.D.: Help Overcome Learner Dropouts. Peer Counseling Manual.
INSTITUTION Pajaro Valley Unified School District, Watsonville, Calif.
PUB DATE 80
NOTE 133p.: For related document, see CG 015 238.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Counseling Techniques; *Dropout Prevention; Helping Relationship; High Schools; *High School Students; *Peer Counseling; Potential Dropouts; School Counselors; Secondary School Teachers; Self Esteem; *Skill Development; Student Problems; *Training Methods

ABSTRACT

This manual is designed for teachers and counselors to train high school students as peer counselors. Developed as part of a secondary guidance project designed to maintain enrollment of potential dropouts, this training manual focuses on basic peer counseling skills, such as active listening, effective message sending, self-awareness, helping skills, values clarification, decision-making, and helping relationships. Teaching units are directed toward the facilitator of peer counseling training sessions, and student worksheets are provided. Each unit contains a list of specific skills, teaching activities, discussion questions, along with a section on special issues. The units in Section Two teach strategies for using these skills effectively in the school setting. An annotated bibliography of resources is provided in the appendix. (Author/NRB)

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PROJECT

H.O.L.D.

HELP OVERCOME LEARNER DROPOUTS

PEER COUNSELING

by Maggie Phillips
Project Psychologist

1980

An ESEA Title IV-C Exemplary Project

Pajaro Valley Unified School District
340 Lincoln Street
Watsonville, California 95076
(408) 728-6245

Prescriptive Secondary Guidance
√Peer Counseling Manual
Classroom Guidance Manual
Attendance Pamphlet

CG 015239

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Helping Overcome Learner Dropouts

(A secondary guidance project to maintain enrollment of potential dropouts by increasing attendance, self-esteem, and academic success)

Joan Stoker, Project Director (408-728-6246)
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340 Lincoln Street
Watsonville, California 95076

Student population: High School (Grades 9-12)

The Program: HOLD is a prescriptive counseling program for the secondary school. Increases in self-esteem, academic success, and attendance help maintain enrollment of identified potential dropouts. Target students are identified using a list of 21 predictive characteristics. Strategies to change unsuccessful behaviors include: peer counseling, attendance monitoring, parent counseling, and classroom guidance. The classroom counselor coordinates the efforts of parents, peers, teachers and community members to help students develop and implement their own success objectives. Manuals with complete lesson plans and support information are available for classroom guidance and for peer counseling.

The Results: The primary focus was to "hold" potential dropouts. After three years 72% of the target potential dropouts were enrolled in the district high schools while only 22% of the comparison students were still enrolled (Chi Square = 81.42; sig. beyond .001). All seven student performance objectives were met or exceeded in year three. These included: (1) Attendance: More than half of the chronic truants (20 or more days absent preceding year) had no unexcused absences in year three (N = 64; 34 attended; 30 some unexcused absences. Comparison student N = 33; 2 attended 30 some unexcused absences.) (2) Units or credits earned: 45 target students with less than 20 units per student increased to 794 total units in the fall of 1978 from 479 units in the fall of 1977. Gain was 66%. Comparison students gained only 5%.

SECTION ONE: DEVELOPING PEER COUNSELING SKILLS

PEER COUNSELING TRAINING MANUAL

INTRODUCTION

This manual is designed for counselors and teachers who want to train high school students to help each other. The Peer Counseling training program described in this book was developed as part of Project HOLD, an ESEA Title IV-C dropout prevention program. H.O.L.D. (Helping Overcome Learner Dropouts) was implemented as a three year research project to improve attendance, increase academic achievement, raise self-esteem and therefore maintain enrollment of 250 target students at Watsonville High School in the Pajaro Valley Unified School District in Watsonville, California.

One of the successful strategies was training peer counselors who worked with target students to increase their interest in school. Although peer counseling has been used for many years, the HOLD peer counseling program is innovative because peer counselors are trained to help target students achieve specific goals they have set for themselves. For example, if a HOLD student sets an objective to improve attendance, that student's assigned peer counselor will support and monitor his/her progress toward reaching that goal. This type of structured approach is effective, and the peer counseling impact can be more easily measured and communicated to school staff, parents, and students than a general "personal growth model". We also discovered that peer counselors themselves experienced greater personal satisfaction when helping target students reach specific goals.

The HOLD peer counseling training manual is divided into two sections. Section I is designed to help students develop basic peer counseling skills; Section II contains units which teach ways of using skills effectively in the school setting. Some of the activities have been drawn from a variety of existing peer counseling materials. Others have been developed and field tested with students in the peer counseling training classes at Watsonville High School. Those who use this manual are encouraged to tailor skills and activities to fit the needs and interests of their particular student groups and schools.

Acknowledgements

The following are recognized for their contributions to this manual:

Dr. Barbara Varenhorst of the Palo Alto Unified School District for her permission to use and modify portions of her peer counseling training materials;

Janet Stephens Doerr, consultant for the U.S. Office of Education, Region VIII Drug Abuse Prevention Center (Awareness House), who provided extensive technical assistance;

Christina Floyd for her creation of the graphics and thoughtful editorial comments.

And finally, deep gratitude is expressed to peer counseling students and staff at Watsonville High School who have validated our belief in the beauty and power of people helping people, and for whom this manual is written.

Maggie Phillips
HOLD Psychologist

SECTION ONE: DEVELOPING PEER COUNSELING SKILLS

An Introduction

The purpose of this section is to teach students how to develop basic counseling skills and attitudes. These skills are presented in individual units: active listening, effective message sending, self-awareness, helping skills, values clarification, decision-making, and starting and ending a helping relationship. Teaching units are directed toward the teacher or counselor who will be leading peer counseling training sessions. Student-oriented materials are provided in the form of worksheets which may be duplicated and handed directly to students.

Each unit contains a list of specific skills to be taught in the unit, teaching activities for each skill with estimated time allotments, suggesting discussion questions, and a NOTE TO LEADER section which covers special issues that often arise in training sessions. Further help can be found in the annotated bibliography of resources in the appendix section.

Before beginning Section I, leaders should read through the entire manual to become aware of the organization and sequencing of skills. If at all possible, leaders should also have participated in inservice sessions specifically designed to train adults to lead peer counseling sessions. This need can be met by arranging for inservice by Project HOLD staff (408-728-3311) through our ESEA Title IV-C dissemination grant. Other types of inservice can be provided by nearby colleges or universities and summer extension programs.

Developing Positive Student Attitudes

Although the overall teaching goal for Section I is to teach basic counseling skills to beginning peer counseling students, an equally important training goal is to develop positive attitudes toward helping others. This can only be accomplished if the peer counseling leader has established an atmosphere where students have learned to respect themselves and each other. This will not happen unless the leader models a positive attitude toward others and toward all interactions with others. Peer counseling leaders must NOT allow students to put down other students or themselves.

In addition, the leader must establish clear ground rules about confidentiality so that peer counseling students learn that they are NOT to share or discuss what happens during training sessions with their friends or family members. Without guidelines for confidentiality, peer counseling students will not feel safe about sharing with each other in a positive way and will not be able to model confidentiality when helping other students later on.

Adults who teach peer counseling must also be willing to encourage students to initiate interactions with other students who may need their help. Many times, peer counselors are hesitant about reaching out to others. This quality can be encouraged even in the first session so that while students are learning counseling skills presented in Section I,

they are also developing an awareness of situations where their skills can be used in the school community.

Recruitment and Organizational Considerations

Peer counseling at Watsonville High School is organized as a regular elective class open to students in grades 10, 11, and 12. Within this format, classes meet daily and are taught by credentialed classroom teachers who have special interests and/or training in counseling. Peer counseling teachers are assisted by guidance counselors, interns from nearby undergraduate and graduate programs, and by volunteers from various community agencies. Peer counseling training materials can be adapted to other organizational models such as after-school, evening, or summer programs.

We found, initially, that the most effective way of recruiting prospective peer counselors was to contact teachers of elective classes in social studies and health-related areas to arrange informational talks to their students. Recommendations were also requested from guidance counselors and student activities and student government advisors. As the program developed we discovered that peer counselors are often the best recruiters. Leaders can help prepare volunteers to give sample demonstrations and talks in various classrooms before students begin registration for new classes.

Regardless of how students are recruited for peer counseling training, there are several qualities which need to be considered in identifying students who will become successful peer counselors. First, the peer counselor should be responsible. We have found that a peer counselor does not need to be a top or even above-average student; students with attendance problems or inconsistent academic achievement patterns, however, are risky candidates. Second, peer counseling students should be sensitive to the needs of others and demonstrate a strong desire to learn to help other people. Third, peer counselors must be open to expanding their own self-awareness. This will involve their willingness to take risks in training groups of other students. If these three criteria are missing, we have found that participating students may drop out before completing the training class, may resist training activities by withdrawing or disrupting, and most likely will be unprepared to work with other students.

UNIT ONE: DEVELOPING SOCIAL EASE

SKILLS: Learning to make self-introductions

Learning to welcome a new person

Starting a conversation with someone new

I. Learning to Make Self-Introductions

25 min. 1. Have each group member state his/her full name and tell any memories, stories, or feelings connected with it. This might include any nicknames, whom they were named after, humorous stories about family members, ethnic/cultural backgrounds, positive or negative feelings about the use of their names or nicknames, etc.

It is helpful for group leaders to begin this exercise to provide a model for sharing and also to "break the ice". If students have difficulty expressing themselves, invite other group members to help by asking appropriate questions.

Suggested sample questions for teachers:

What were you called when you were little?
Are you related to anyone famous?
What countries do your family members come from?

15 min. 2. Have group members share their feelings before and during this activity.

Suggested sample questions for teachers:

How did you feel when I said that we would be sharing our full names with each other?
Did your feelings change as students began to share? How?

Then ask what students noticed about each other's responses during the exercise. (If they note that members seemed "nervous", ask them to pinpoint behaviors that suggested this--eye contact, posture, tone of voice and volume, etc.)

Ask whether people introduce themselves to strangers in social situations.

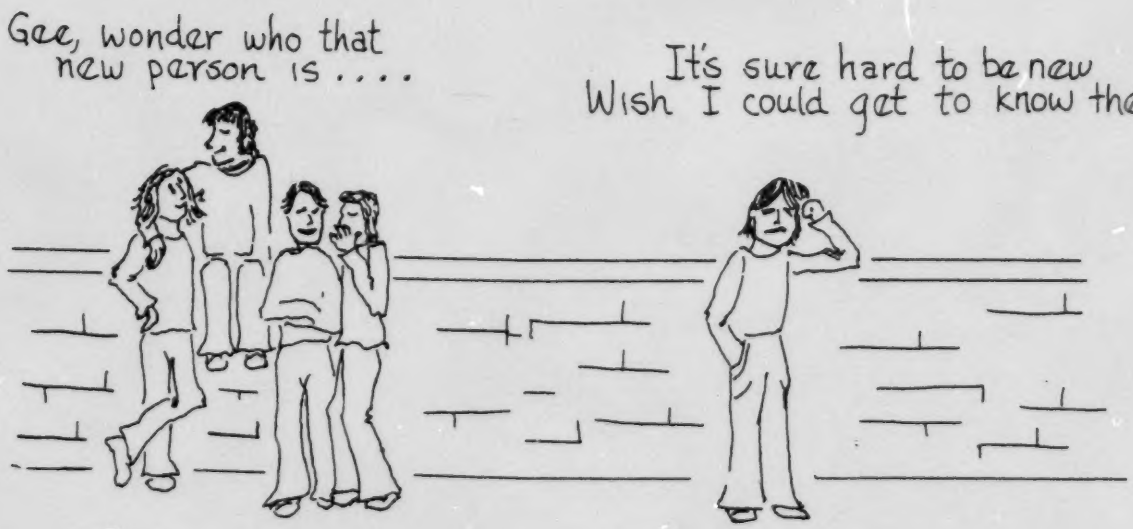
Suggested sample questions for teachers:

How do you feel when you are asked to introduce yourself at parties, etc.?
How do you feel when others introduce themselves?
What makes it easy for people to introduce themselves?

II. Learning to Welcome a New Person

20 min. 1. Divide students into groups of 5-6. Tell them they are to decide among themselves who will pretend to be a stranger, what the situation will be that the newcomer is entering, and how they will choose to welcome the stranger. (They are not to be given more specific instructions since the exercise is designed to make students aware of group interactions as they work without direction from the leaders.)

Once each group has decided who will be the strangers (they should be told that there will be no volunteers), "strangers" are asked to leave the room, and the group discusses what the situation will be and how group members will welcome them. Group leaders should observe group process during this time without giving further suggestions.



20 min. 2. Once groups have finished welcoming their "strangers", the large group should be reconvened to share results. If the class is large enough for several small groups, process their experiences by setting up a FISHBOWL. To use this technique, invite students who role-played "strangers" to sit in the middle of the room while group members form a large outside circle and watch without comment. When the "strangers" are finished sharing, have them move to the

outside of the circle while welcomers from various groups take turns sharing reactions in the middle of the circle.

"Strangers" should be asked in the fishbowl how they felt at the beginning of the activity (as well as how they were chosen) and whether these feelings changed at various points of their welcoming. They may be asked how they were made to feel welcome and whether they actually felt comfortable in the situation.

Suggested sample questions for teachers:

How did you feel about the way your group chose the stranger? the role-play situation?
What did you notice about how your group arrived at decisions about how to welcome the stranger? Did you agree with what was decided? Do you feel you did all you could to make the stranger welcome? Why or why not?
What behaviors did you notice for the stranger? Yourself? Other group members? (Eye contact, posture, voice, etc., might be emphasized here.)

3. Once students have processed their reactions to the exercise, leaders can encourage them to pick out patterns and relationships between groups (or group members if the class is small).

Suggested sample questions for teachers:

What was similar about the situations groups chose?
What was different?
What was similar/different about how strangers were chosen and welcomed?

Finally, students should be encouraged to generalize to the peer counseling situation and to future experiences they might have helping people feel welcome.

Suggested sample questions for teachers:

How was this role-play like what you might experience as a peer counselor? Are there new students at this high school who need welcoming? How can you find them?
What did you learn about what is helpful in making a newcomer feel welcome or comfortable? What was not helpful?
How would you make a new student feel welcome at Watsonville High School?

III. Starting a Conversation with Someone New

25 min.

Have students choose someone they don't know well in the class to practice starting a conversation. Introduce the purpose of the activity as a way of getting to know other group members better and to practice what they have learned

about making other people feel comfortable (using eye contact should be emphasized). Allow five minutes for each member of the dyad to interview; leaders may want to signal when it is time for partners to switch roles.

Lead students in a discussion of their experiences.

Suggested sample questions for teachers:

How did you choose your partner? Did anyone wait to be asked? Were you afraid you might not be chosen?

Once you started talking with your partner, were you comfortable? Was your partner comfortable? How could you tell? (Eye contact, slumped posture, kicking feet, etc.,--encourage students to describe specific behaviors.)

What kinds of questions did you open with? Did the types of questions change as you continued talking? Were you able to find out what you wanted to know?

Were there silences in your conversation? How did you feel about them? How do you think your partner felt?

What did your partner do or say that made it easy to talk to him/her? What are other ways to make someone feel relaxed or comfortable? Are there particular types of questions that are easier to answer?

What happens when most of a conversation consists of questions? (Leaders can point out that a barrage of questions often makes the other person uncomfortable.)

How did your partner communicate interest in what you were saying? (eye contact, head movement, posture, facial expression, etc.)

What did you learn from this exercise that will help you start conversations with strangers? How would this exercise be like a contact with a student that you might have as a peer counselor? How would it be different?

Closure

NOTE TO LEADER: *It is important to provide closure for students at the end of each training session. Several suggestions appropriate for the first unit are offered below:*

15 min. 1. To reinforce skills presented in this unit, introduce an appropriate assignment (see Peer Counseling Assignment Sheet - Appendix) to be completed outside of class and discuss how it might be approached, how it will be evaluated, and when it is due. The assignment for Unit One, for example, might be for students to introduce themselves to someone they don't know and to write a paragraph about the experience. Begin encouraging students to look for situations around

school where they can initiate contacts with others. This is VERY IMPORTANT!

2. Also, for the first few sessions in this unit, have students practice naming group members and close each session with a feeling statement from each member ("I'm feeling...."). Students should be encouraged to participate but if someone appears "stuck", reassure the group that they have permission to "pass" when they are not ready to participate.

UNIT TWO: AN INTRODUCTION TO ACTIVE LISTENING

SKILLS: *Identifying the difference between "ordinary" and "active" listening*

Listing the characteristics of active listening

Practicing active listening in a role-play

NOTE TO LEADER: *One way to start each session is to have each student "check-in". This involves briefly sharing how they have felt since the last class session and how they are feeling at the moment. Leaders should participate and encourage the use of feeling words. This time should also be used to review skills and activities from the previous session and to check progress on out-of-class assignments.*

I. Identifying the Difference Between "Ordinary" and "Active" Listening

30 min.

1. Ask for four volunteers to act out the two listening scripts on pages 10 & 11. After the first script is read, emphasizing "ordinary" listening patterns, have group members describe what they heard.

Suggested teacher questions:

What did the listener do?
Was he/she helpful to the speaker? How?
Do you think the speaker felt "heard"? Ask him/her for feedback.

Next, ask the second pair of volunteers to read script #2 Have group members discuss their reactions.

Suggested teacher questions:

What was different about the listener in this conversation?
Which listener helped most? How do you know?
What did the second listener do that was more effective?
How could you use this approach when you listen to your friends or family?

NOTE TO LEADER: *You may wish to Xerox or ditto copies of the Active Listening Scripts on the next two pages so that all students may follow the dialogue.*

HANDOUT

ACTIVE LISTENING SCRIPTS

DIRECTIONS TO STUDENTS: Two student volunteers are needed to role play parts "A" and "B" in the following two scripts. They may read their parts in front of the room or sit in the center of a FISHBOWL with the rest of the group in the outer circle as observers. Students not reading scripts should listen closely to the different types of listening illustrated by the two scripts. Be prepared to discuss how scripts #1 and #2 are different.

SCRIPT #1

A: "My mother is always yelling at me to do more chores around the house. She expects me to take out the garbage, mop the floors, cook, clean--it never stops."

B: "Yeah, that's the way it is for me. My parents never let up. Even my little brother gets yelled at."

A: "I'm really depressed about it. Last night I had a fight with my mother and we ended up screaming at each other. I ran out of the room, slammed my bedroom door and stayed there the rest of the night. I feel bad about it but I don't know what to do . . ."

B: "I have fights with my parents all of the time. My mother is never satisfied. Even though sometimes she doesn't even have to ask me to do things, she's still upset if the house isn't vacuumed whenever she decides it should be . . . . You know what I mean?"

A: "I guess maybe I should apologize. Maybe it would help if I apologized to her and got things straightened out. But I'm so angry when I think about all the times she's blamed me when it wasn't my fault. I don't care---she can apologize!"

B: "Maybe you can do what I do sometimes--when I have trouble with my mother, I talk to my Dad. He really seems to listen, that is unless he's tired. Then he yells at me for disturbing him. Sometimes you can't win!"

A: "Boy, I feel really terrible. Let's walk downtown; I don't even want to think about going home."

HANDOUT

SCRIPT #2

A: "I can't believe the fight I had with my mother last night. We really had it out."

B: "You really seem angry this morning."

A: "Boy am I! She was so unreasonable. I had made plans to go to the movies with my friends days ago . . . and last night she decided I had to stay home and babysit with my little brother. It wouldn't be so bad except that I've stayed home with the little brat every night this week."

B: "You resent her being unfair to you."

A: "Yes, and I don't know what to do about it. I've thought about not going home--running away--but I know that wouldn't solve anything. Maybe I could talk to her but I'm afraid I'd just have another fight."

B: "It sounds like you'd like to solve the problem but you're not sure how to do it."

A: "Yes, that's exactly right . . . Well, I guess I could talk to her. She's usually in a good mood on Fridays because she gets paid and has the weekend to relax. If I can just keep from being so angry . . ."

B: "You're sure she would listen to you if you could stay calm."

A: "Yeah. Maybe I could practice what I want to say ahead of time. That way, if she started yelling, I'd be prepared. That might work."

B: "You've decided to practice first so it will go smoother with her."

A: "Yeah. I'm feeling better. Let's go downtown and get something to eat. Maybe you'd even be willing to listen to my speech."

B: "Sure, let's go . . ."

active listener

ordinary listener

passive listener

II. Listing the Characteristics of Active Listening

15 min. 1. Have students generalize from their experience of the active listening script to compose a list of characteristics for a good listener. Leaders should point out at this time that listening actively involves reflecting back to the speaker both content (what is being said) as well as feelings (how the speaker seems to feel about what is being said).

Suggested list: (Use butcher paper and magic markers to record students' ideas.)

1. Put yourself in the other's place to understand what the person is saying (content) and how he/she feels.
2. Convey understanding and acceptance by non-verbal behaviors (voice tone, posture, facial expression, eye contact, gestures).
3. Restate the person's most important thoughts and feelings.
4. Do not interrupt, offer advice or suggestions, ask questions, or bring up similar feelings and problems from your own experiences.

20 min. 2. Stage a demonstration role-play for active listening. Have a student volunteer who is willing to share a problem at school or at home be the speaker. The leader should role-play the listener to serve as a model (use script #2 as a guide). Remember to use effective non-verbal listening behaviors. After 5 minutes or so of role-playing, stop the "action" and have students discuss their reactions.

Suggested teacher questions:

First, ask the speaker for feedback:

Was the listener effective? How?
Do you feel that what you said was really "heard"?
What made you feel that way?

Next, ask for observations from other group members:

What did you notice about (my) the listener's non-verbal behaviors?
Where were his/her eyes focused?
How else did the listener show attention?
What specific feeling words did the listener use? (Check with the speaker to see if these were used accurately.)

III. Practicing Active Listening in a Role-Play

35 min. 1. Have the students break into pairs (dyads). Again, they should work with partners whom they do not know well. Have one choose to be the speaker, the other the listener. At the end of five minutes, the leader should remind them to switch roles, after asking the speakers to give feedback to the listeners as to whether they reflected content and feelings accurately.

After both members of the dyads have had turns as both speakers and listeners, reconvene the large group so that students can share experiences.

Suggested teacher questions:

Which role was easiest? Why?
Was it difficult, as speaker, to express feelings?
What did the listener do that made it easy for you to talk?
What gave you trouble as a listener? Was it hard to keep from giving advice or trying to share your experiences?
What did you learn about your strengths and weaknesses as speaker? as listener?
What will you do differently now when you listen to people?
What will you want to remember about listening

Closure

NOTE TO LEADER: *Use the last of the 5-10 minutes of each session to introduce new peer counseling assignments and review previous skills. At this point in the training, leaders may also want to ask for feedback about their leadership and for reactions to various peer counseling activities.*

5-10 min. Sample Closing: Introduce an outside assignment that emphasizes active listening (see appendix). For example, you may ask students to practice active listening for 10 minutes, writing a summary of the dialogue, or making a cassette recording for others to evaluate.

Suggested teacher questions for closure:

What have you learned so far in peer counseling about being more at ease with other people?
About active listening?
What are your reactions to the fishbowl exercises? role plays? the active listening scripts?
How do you feel about the way our training sessions have been going? Let's close by having each of you use a feeling statement: "I'm feeling . . . about peer counseling;" or "I'm feeling . . . about the students in this group."

UNIT THREE: USING ACTIVE LISTENING

SKILLS: *Learning to distinguish between thought statements and feeling statements*

Listing and using feeling words

Learning to reflect content and feelings

Identifying non-verbal behavior

Observing non-verbal behavior

Using observations of non-verbal behavior in listening

NOTE TO LEADER: *Sessions might begin with the "feeling temperature check-in" described in Unit Two. Leaders should continue to use opening time to review previous skills and to check on progress with outside assignments (these may be chosen from the list of peer counseling assignments in the appendix). Students should be invited to share experiences related to these assignments.*

I. Learning to Distinguish Between Thought and Feeling Statements

15 min. 1. In order to help students begin using feeling statements, have the group members share a positive experience they have had in the past few days. Instructions are that each student is to relate a positive experience and to include at least one feeling statement. (Example: Yesterday, I went shopping with my brother . . . I felt happy that my brother and I could spend time together.) The leader's role is to provide a model by sharing first and subsequently to help identify and emphasize feeling words made by students.

Next, hand students copies of the "Thoughts and Feelings" worksheet on page . Have them identify each statement as "thought" or "feeling" by writing their choice (T or F) next to item number. After all are finished, discuss the reasons for their choice, and include a brief discussion on how thoughts differ from feelings (language used, intensity of emotion, etc.)

II. Listing and Using Feeling Words

30 min. 1. Have students brainstorm as many feeling words as they can think of and record them on butcher paper at the front of the room. (Remind them that the purpose of brainstorming is to generate as many ideas as possible without taking time to discuss whether they are "correct" or "appropriate".)

WORKSHEET

NAME _____

THOUGHTS AND FEELINGS EXERCISE

DIRECTIONS TO STUDENTS: Please mark each of the statements below as a thought (T) or feeling (F). Remember to look for specific feeling words expressed DIRECTLY by the speaker.

_____ 1. I wish I could go to the dance with him but he'll never ask me.

_____ 2. I guess I don't know what to say to her. I really feel confused.

_____ 3. Why does my mother always put me down in front of my friends? Sometimes I think I have no feelings for her at all.

_____ 4. He's a jerk--the way he ignores me. I really care about him and that's why it hurts.

_____ 5. I did a lot of things yesterday . . . We went bowling and then to the movies.

_____ 6. My little brother broke my new record. I'm so mad I could kill him!

_____ 7. I'm really lonely today. No one seems to understand me or care that I'm feeling miserable inside.

_____ 8. Last night I met a new boy/girl at a friend's house. Wow!

_____ 9. I've really been cutting that class. It's just a waste of time and that's why I don't go.

_____ 10. I'm bummed out about my math class. I guess I'm scared of failing and that's why I'm cutting.

Key *

* 1-T; 2-F (confused); 3-T; 4-F (care, hurts); 5-T; 6-F (mad); 7-F (lonely, miserable); 8-T; 9-T; 10-F (bummed out, scared)

After producing a list of 40 or so words, help the group remove those words that are repetitious or inappropriate. Post this list in the front of the room as a reference for the remaining exercises in this unit.

III. Learning to Reflect Content and Feelings

30 min. 1. Once students can distinguish between thoughts and feelings, they will be ready to practice these skills as active listeners. Review the characteristics of active listening from the chart constructed by the group in Unit Two. Then role-play active listening with a student volunteer. First reflect only content, restating what the speaker has said without including feelings. In a second role-play emphasize the feelings behind the speaker's words, reflecting only minimal content. Role-plays should be relevant to the class interaction (suggested examples: A student sharing the fact that he/she has not made time to do peer counseling assignments; a student sharing feelings about not wanting to participate in the group).

After a brief discussion of the importance of reflecting both content and feelings ask students to choose partners that they have not worked with before to practice active listening. Ask them to decide who will start as speaker (they will switch after five minutes). The assignment: speakers are to talk about one or more incidents that have really bothered them lately with their families. Listeners are to reflect both content and feelings of the speaker, as well as following the other "do's" of the active listeners' chart. After five minutes, call time and ask the speakers to give feedback to the listeners about how well they listened. Listeners may also tell speakers what made it easy or difficult for them to listen.

After roles have been reversed and feedback given in dyads, leaders may want to reconvene the large group for processing, generalizing and applying.

Suggested teacher questions:

What did you notice about reflecting feelings?
Was it easier or harder than reflecting content?
Why is it important to include both in active listening?

IV. Identifying Non-Verbal Behavior

30 min. 1. Ask students to make a list of all the non-verbal behaviors they can think of. Record these on a piece of butcher paper and have students suggest possible messages conveyed by each behavior (example: slouching down in seat--discomfort, anger; yawning--sleepy, bored). Help students make the connection that non-verbal behaviors

provide important clues to how others are feeling. A cautious interpretation is needed because the same body behavior may convey different "head" feelings.

In order to get students to connect their own body feelings with "head" feelings, conduct a short roleplay. Announce this to the class as a short "experiment" in non-verbal behavior. (Ask one student ahead of time to serve as an observer of other students' reactions to the exercise as the leader attempts to evoke strong feelings.

Suggested role of the leader: I'm really upset with your behavior in this group. You come in late, talk among yourselves, and it takes me 15 minutes to get started. None of you seem to care about school or this class. You all seem to care only about having a good time with your friends . . . not about what you can learn. I'm really sick of that attitude and I don't know why I bother to put my time into helping you learn when it obviously doesn't matter to you . . .

STOP: Note students' reactions and ask them to report how their bodies feel at that moment (stomach in knots, palms sweating, shoulders tight, etc.). How does that connect with head feelings about the role-play (anger, annoyance, resentment, etc.)? What do they notice about other students' non-verbal reactions? Can body feelings be detected by others? Ask for feedback from student observer.

Debrief students by sharing the purpose of the experiment. Share with them some of your positive observations about their behavior and what you appreciate about them.

V. Observing Non-Verbal Behavior

20 min.

1. Hand each student a 3x5 card and a pen. Have them write nicknames in the middle of the cards using descriptive adjectives matching their "mood of the moment" that begin with the same consonant sound as their first names (Mad Martha, Dazed David). In the upper right hand corner, they are to write three or more favorite colors, three favorite foods in the upper left hand corner, one thing that is embarrassing to them at the left bottom of the card, one thing they would like to change about themselves at the right bottom.

Have students tape or pin cards on and then circulate to read each other's cards (they may make comments and ask questions). They are also instructed to observe other students' verbal and non-verbal reactions to the exercise and to be aware of their own.

After all students have had a chance to circulate, reconvene the group and ask them to report their own reactions and to process what they observed.

Suggested teacher questions:

What did you notice (not imagine) about how other students felt about the exercise?
What clues did you have?
How could information about non-verbal behavior be helpful to you as a listener? as a peer counselor?

VI. Using Observations of Non-Verbal Behavior in Listening

15-30 min.

Divide the group into triads (groups of three) to practice active listening. Listeners are to reflect feelings, content and non-verbal clues ("I notice that you are tapping your foot right now.") One person is to serve as the observer to watch both the speaker and listener and to provide feedback when the role-play is over.

The speakers are to talk about one aspect (or more) of themselves that they would like to change (they may use information from their cards in the previous exercise).

Depending on the interest of the group and time constraints, roles may be switched three times so that every student plays all roles. Time should be allowed for the observer to give feedback about the interaction, especially to the listener before roles are changed. Leaders should circulate to observe triads and facilitate feedback sessions.

After triads have finished the large group can be reconvened for processing.

Suggested teacher questions:

What did you notice about the listeners in your group?
Where did they get "stuck"?
Were the observers helpful?
What can we say caused problems for most listeners in this class?
What is helpful about active listening?
How can being a good observer help you be helpful to someone else?
What have you learned about your own non-verbal behavior today?

Closure

5-10 min.

Leaders should leave five minutes or so at the end of each session to explain assignments, giving opportunities for students to generate ideas and to explain how they will approach the assignment. It may also be helpful to provide brief sample answers on butcher paper to serve as models for students who have trouble "getting started". Continue to have peer counselors identify situations where they might use their skills to help other students. For example, when might they want to use active listening skills?

UNIT FOUR: SENDING EFFECTIVE MESSAGES

SKILLS: *Sending congruent verbal and non-verbal messages*

Learning to own responsibility for feelings and actions

Using "I" statements

Sending effective messages

NOTE TO LEADER: *Begin this unit by explaining that students will be changing their learning focus from listening actively to sending out messages that others will understand and respond to (effective messages). Make sure this shift is made clear before starting the first section.*

I. Sending Congruent Verbal and Non-Verbal Messages

15 min. 1. Introduce Virginia Satir's definition of verbal and nonverbal messages:

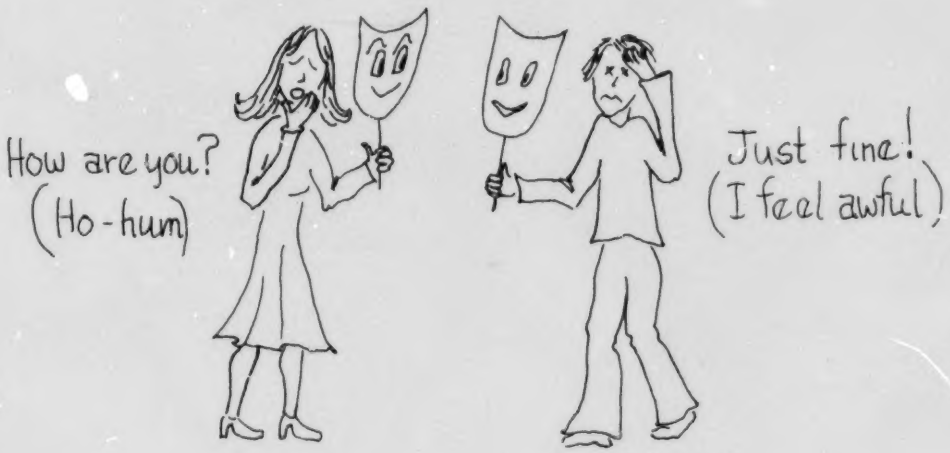
Verbal Messages = Words (Head language)
Non-verbal Messages = Facial expression
Body position
Muscle tone
Breathing tempo (Body language)
Voice tone
Eye contact

Fxplain that congruent messages are sent when verbal (head) and non-verbal (body) messages match or agree. Ask math students to relate the concept of congruence to congruent triangles (those which have the same properties--they agree or match). Present the following examples:

> "I'm sending a congruent message if I tell you I'm fine (verbal head message) AND I'm smiling, my head is high, and I'm looking straight at you (non-verbal body message). In this example, my verbal and non-verbal messages match.
>
> "What if I tell you I'm fine (verbal) AND I'm frowning, my head is down, I'm slumped over, and I'm looking down and away from you (non-verbal)? Do you believe me? Why? My verbal and non-verbal messages DO NOT agree. Which message do you believe and respond to?"

Ask students to identify the 2 conflicting messages conveyed by the <u>incogruent</u> example below. Demonstrate the cartoon message:

"I am fine." (head)
"I am not fine." (body)



Explain that <u>incongruent</u> communication is often confusing because the person receiving the message must decide whether to pay attention to the verbal or the non-verbal message. Have students volunteer to demonstrate several examples of <u>congruent</u> and <u>incongruent</u> messages. Ask them to identify the conflicting messages in each incongruent example.

20 min.

2. Read several messages and have students write down on a sheet of paper whether each is <u>congruent</u> or <u>incongruent</u>. If incongruent, ask them to rewrite the incident so that the message is <u>congruent</u>. Possible examples:

1. You ask Jim how he is and he says "OK--great.". He sits slumped in the chair with his chin on his chest and his eyes closed.
2. You ask Maria whether she's going to the dance. Her eyes light up, she leans forward, and exclaims--"Oh yes, I can't wait. I've even bought a new dress!"
3. You ask John how his doctor's appointment went. He tells you, "It was fine--no problem!" You notice his jaw tighten and he looks away from you.

Ask students to share their answers. Go around the room and ask group members to practice sending congruent messages conveying different emotions (surprise, anger, fear, disappointment, excitement, happiness, confusion, etc.). Have the rest of the group give them feedback about whether their verbal and non-verbal messages match.

II. Learning to Own Responsibility for Feelings and Actions

45 min.

1. Ask students to participate in a guided fantasy (See Unit Five for additional information). Suggest that group members find a comfortable position in their chairs or on the floor, close their eyes, and take 5 deep breaths from their diaphragms. Guide them in systematically relaxing their bodies . . . feet, ankles, calves, thighs, . . . shoulders, neck, face, etc.

Count from 1-10 slowly and tell students that they will go to a more relaxed "space" inside themselves. Next, ask them to recall an incident with another person when they felt confused, misunderstood, or put down. When everyone has recalled a scene, help them form a clear picture of the experience with their eyes still closed.

Suggested teacher questions:

What did the other person look like? What was the expression on his/her face? How was he/she standing or sitting? What were his/her hands doing?

How did that person sound? Was his/her voice loud or soft? Angry? Irritated?

Picture what you looked like. How did your face look? What was your body doing?

Remember how you sounded. Was your voice loud or soft? What was the tone of your voice?

Are there any other sounds in the scene? What were they? Do you remember any smells?

Pause for 30 seconds or so to allow students to hold the image clearly in their minds. Then ask them how they felt in the scene:

How are you feeling inside? Hurt? Angry? Depressed?

What's going on in your body? Is your stomach tight? Is there tension anywhere? Where? Hold on to your body feelings.

After pausing for 10-15 seconds, ask students to stay in the scene while you count from 1 - 5. On 5, they will return to the room, open their eyes, with the scene fresh in their experiences.

When all students have opened their eyes, go around the room and ask them, without sharing details of the scene

unless they want to, WHOSE FAULT the "bad moment" was.

After all group members have responded, explain that no matter what happened between them and the other persons, the "blame" in the incident was shared, since both people had control over how they chose to feel at the time. If students have trouble relating this concept to their experiences, ask them to share the experience, and point out how they chose to feel angry, hurt, frustrated, etc. -- that the other person did not make them feel a certain way .

Give a short "rap" on taking responsibility for feelings and actions. Explain that at any moment in time we are in charge of our feelings, and though we sometimes cannot control how we feel, we DO HAVE CONTROL over how we express the feelings and what we do with them (ignore, act, change, cover up, etc.). This is often a hard concept for all of us to understand.

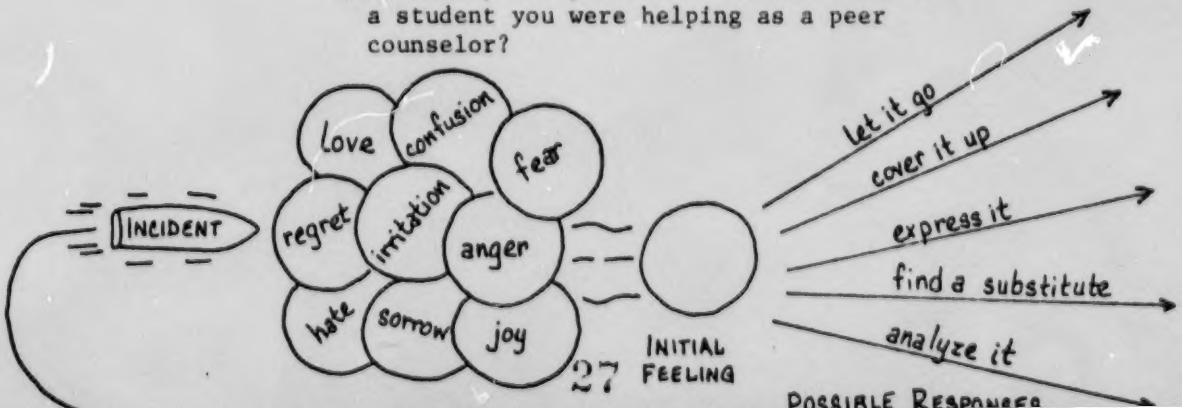
Share several examples from your experience:

> Suppose I'm irritated that Jerry has come to class 15 minutes late every day this week. Jerry hasn't MADE me feel angry about it--I'm choosing to feel that way. I might also feel concern that something's wrong that causes him to be late OR I might feel confused because he's usually responsible and this isn't like him. I have several choices of emotions I might feel in this situation, and a choice about how to respond.

Hand out the worksheet on page 23, "Owning Responsibility for Feeling Responses". When students have completed their worksheets, lead a brief discussion so that they can compare answers and review main concepts.

Suggested teacher questions:

> How are your answers in the "possible response" column like those of the rest of the group? How are they different?
> What is important to remember about taking responsibility for your reactions and feelings?
> How would you explain the cartoon model to a student you were helping as a peer counselor?

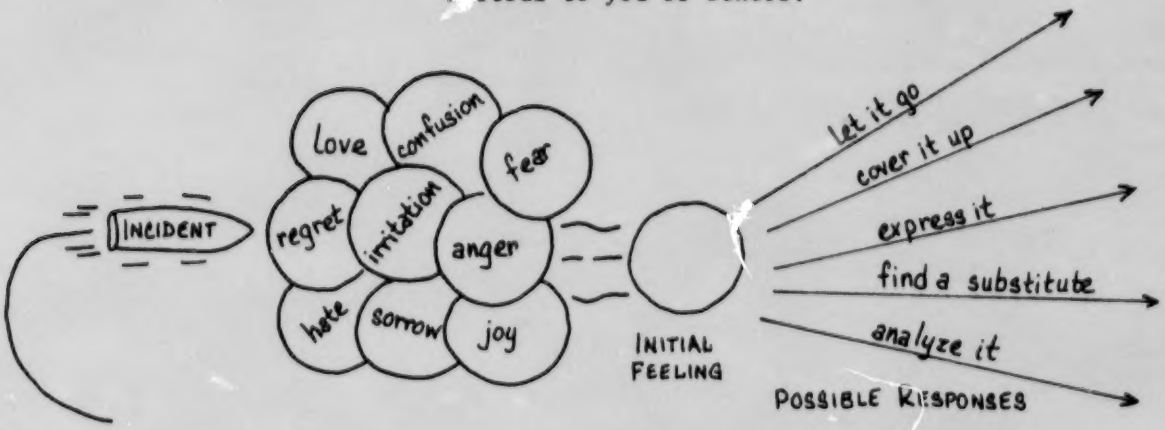


WORKSHEET

NAME _____

OWNING RESPONSIBILITY FOR FEELING RESPONSES

DIRECTIONS TO STUDENTS: Look at the cartoon below. The drawings illustrate how we are responsible for what we do with our feelings in any given situation. Though it's hard to shift from first feelings of anger, frustration, or disappointment, you may learn to express those feelings in different ways or to substitute another emotion that is less hurtful to you or others.



Now think about the following incidents. For each one, list initial feelings that you might have. Then pick out at least 3 possible responses you might make and write them in the last column.

Incident	Initial Feelings	Possible Responses
1. Your best friend has been invited to a party that both of you hoped to attend, and you weren't asked.	_____	(a) _____
	_____	(b) _____
		(c) _____
2. You received the highest grade in your math class for a big exam and you spent very little time studying.	_____	(a) _____
	_____	(b) _____
		(c) _____

III. Using "I" Statements

30-40 min.

Begin this skill exercise with two demonstration role-plays using "I" statements as a means of taking responsibility for feelings. During the first role-play the leader blames and accuses a student (e.g., "You make me so angry when you . . ."). In the second role-play, the leader takes responsibility for feelings in the given situation (e.g., "I feel angry when you . . ."). Suggested roleplay situations are those that surface in class sessions (e.g., dealing with a student who frequently comes to class late or doesn't turn in assignments, etc.). Have students discuss briefly the difference in the two role-plays.

Next, have students divide into triads (groups of three) choosing partners they have not worked with. They should decide between them who will be speaker, who will listen, and who will observe. Give speakers an index card on which you have recorded a role-play situation. The speaker's instructions are to send an "I" message to the listener while the listeners are to reflect back accurately the content and feelings of the speakers' messages. Remind speakers to stay with their own feelings rather than blaming or accusing the other person. Remind listeners to stick with the speakers' feelings, not to give their own reactions. Observers are to watch the interaction and give feedback to both speaker and listener about how closely they followed assigned roles.

Write the following roles on index cards and hand out to students:

Suggested role-plays for speakers:

1. A boy/girl that you have been interested in finally calls and you make a date to go out. At the last minute your mother asks you to babysit while she goes to the hospital to be with a relative who is suddenly very ill. Send an effective "I" message about your frustration.

2. Your best friend has been talking to your boyfriend/girlfriend behind your back. You feel left out and upset. Send an "I" message to your friend.

After triads have completed the role-plays and observers have given their feedback (about ten minutes), arrange the large group in a fishbowl (double circle) "Speakers" should be in the inner circle to discuss their roles, while "listeners" watch in the outer circle with observers.

Discussion questions for speakers:

What was difficult about your role?
What did you notice about the listeners' reactions?
Was your "I" statement effective? Why or why not?

When speakers have processed their reactions to the exercise, have listeners move into the inner circle.

Suggested teacher questions:

Did you respond as an active listener? Why or why not?
What made your role difficult?
What did you notice about the speaker's reactions?

Invite the whole group to draw conclusions about the importance of taking responsibility for feelings (i.e., What is likely to happen when people blame and accuse each other?). Also, have them relate the experience to peer counseling (How can you take responsibility for your feelings as a peer counselor?).

IV. Sending Effective Messages

45 min.

Leaders may begin this skill by presenting a short "rap" on what makes messages effective (most likely to be heard and understood by those who receive them). Explain to students that they will combine all of the skills they have learned previously to be able to send messages effectively.

Give students copies of the handout on page 26, "How to Send Effective Messages", and discuss each step thoroughly with them.

HANDOUT

HOW TO SEND EFFECTIVE MESSAGES

1. Begin with an "I" statement to express your feelings.

It is important for the speaker to own his/her own feelings about the person who will receive the message: e.g., "I am angry when you . . ." rather than, "You make me angry when you . . ." is a good one to remember. Remember to include positive feelings about the person as well as negative ones. (For example, "I really care about our friendship and that's why I get angry when you . . .")

2. Be congruent with "body" and "head" messages.

Verbal statements and non-verbal clues sent by the speaker's body (posture, gestures, tone of voice, facial expression, etc.) should match. For example, if you are telling your best friend that you are angry and you are also smiling or laughing, the friend will probably receive a "mixed message" --(you may not be serious, you may be embarrassed, or you may not be clear about how you feel). He won't know which message you're sending--the anger or the smile.

3. Communicate caring and acceptance of the receiver's feelings and reactions to the message. Use active listening to respond to the receiver's reactions. What are other ways of communicating caring? (facial expression, tone of voice, etc.)

4. Be specific rather than saying "you always . . ." or "you never . . ."

Think of situations when it is appropriate and accurate to use "always" and "never". These words seldom apply to human behavior and experience other than scientific phenomena (people always breathe, water never rains upward, etc.).

5. Include want statements about what you want the other person to change. Otherwise, the receiver of the message may feel trapped, believing they are powerless to resolve the situation.

The information in the handout can be more easily remembered by the following summary statement:

> I feel _____ when you _____,
> and I want you to _____.

Write this sentence on the board and provide several examples to serve as models:

> Suppose I am angry at my friend Jeff because he was supposed to pick me up to go to a party Saturday and he didn't show up. I ended up at home that night feeling really upset and let down. My effective message might be:
>
> "I felt really angry and disappointed, Jeff, when you didn't pick me up for the party Saturday night. Next time I want you to call me if you can't make it."

Have students practice giving effective messages both orally and in writing in selected situations. One suggestion is to have the group compose effective messages for the first two role-plays and list them on butcher paper as models. Then have students write out effective messages for the remaining role-plays and check each other's responses. Suggested role-plays below can be xeroxed and clipped to hand to students.

Closure

5-10 min. Make and review homework assignments. Ask peer counselors what effective messages they would send to a student client whose goal was to earn higher grades in science, but who had just cut 5 days of science class.

ROLE-PLAYS:

1. Your sister/brother has borrowed a new pair of jeans without asking and ripped the pocket. Tell him/her how you feel.

2. Your little brother/sister told your mother that you've been buying cigarettes. Your parents have told you that you can't smoke until you're 18. Send an effective message to your brother/sister.

3. A good friend asked you to meet him/her downtown for lunch. You walked there and waited for 30 minutes. Your friend did not show up. What message will you give your friend when you see him/her again?

UNIT FIVE: DEVELOPING SELF-AWARENESS

SKILLS: *Expanding self perception through creative artwork*

Learning centering and relaxation

Using guided fantasy for relaxation and growth

NOTE TO LEADER: *It is strongly recommended that self-awareness activities be scheduled regularly as part of other peer counseling training activities to give students opportunities to integrate skills and experiences and to expand their perceptions of themselves. Below are three kinds of activities we have found successful (references for similar exercises are listed).*

I. Expanding Self Perception Through Creative Artwork

50 min.

1. The Self-Box: Ask students to bring cardboard, scissors, glue, and old magazine pictures. The task is to make a 3-dimensional representation of themselves. Though a box works well, the finished product can be any shape as long as it has an inside and an outside. Tell students to make something that feels right to them in terms of size, depth, texture, color, etc.

Further instructions to students:

> Cut openings that allow other people to see inside you. Decide what you keep inside yourself and what you allow outside for others. Represent these with pictures or drawings on your self-box.
>
> When you finish, think about what you've put in the center, what you chose to keep hidden from others, what you've left out. Did you include anything from your past? Any self-doubts or fears or things you don't like about yourself? Add them now if you'd like.

Lead a short group discussion when all students have completed their boxes.

Suggested teacher questions:

How did you go about making your self-box? Did you do it quickly? Or did you feel your way slowly?
Were you sure about what you wanted to make? Or did you spend a long time planning?
Share what you made with other students. (Have students choose a partner or divide into groups of three or four.) Talk about the different parts of your box and what they mean. If you'd like, ask for feedback to see if others see you the same way yo see yourself.

(Reference for Self-Box: Margaret Frings Keyes, The Inward Journey: Art as Therapy for You, Celestial Arts, 1974.)

50 min. 2. Self-Portraits: Supply markers or crayons and butcher paper. Ask students to draw themselves as they are right now. When this drawing is completed, ask them to draw a second sketch representing what they'd like to be (either now or five years from now). The third task is to draw or represent what's stopping them from being what they'd like to be.

Give no other specific drawing instructions. If students have difficulty with the assignment, ask them to explore reasons for this.

Allow 10 - 20 minutes for students to share their artwork in large or small groups.

II. Learning Centering and Relaxation

NOTE TO LEADER: Centering is an excellent way to help students focus on the present moment by emptying previous tensions of the day, harnessing "scattered" energy, and moving from "head" experiences to deeper feeling levels.

25 min. 1. Standing centered: Give the following instructions to students:

Find a place to stand that feels comfortable. Let your eyes close and your body relax. Unlock your knees and relax your legs . . . (pause) . . . Relax your stomach . . . (pause) . . . your chest . . . (pause) . . . your shoulders . . . (pause) . . . your neck. Include other body parts in your series.

(Pause 15 seconds)

Let your body rock from side to side, shifting your weight slowly from one side to the other . . . Keep rocking, gently, slowly, until you find the spot where you are perfectly balanced and centered.

(Pause until everyone is still.)

And now, rock front and back until you find the place where your weight is right over your arches, heels and toes sharing your weight equally.

(Pause until everyone stops.)

Now pretend you have a body inside you that no one can see . . . let it rock side to side until it becomes centered too . . . then front to back.

(Pause 10 seconds.)

And now take your mind and imagine letting it sink down to your center.

(Pause 5 seconds.)

Enjoy the feelings of being perfectly balanced, relaxed, and centered, realizing that you can return to this feeling whenever you want to feel relaxed and at peace with yourself.

(Pause 5 seconds.)

And now let your attention come back to the people around you. Let your eyes slowly open as you return, refreshed and alert, to this room.

Have students share their experiences with this exercise.

Reference: Gay Hendricks and Russel Wills, The Centering Book: Awareness Activities for Children, Parents and Teachers, Prentice Hall, 1975.

III. Using Guided Fantasy for Relaxation and Growth

NOTE TO LEADER: *Some students may feel reluctant to participate in guided fantasy activities and may become distracting to others. Advise your group that guided fantasy is a way to explore experiences using an inner sense. Students WILL NOT be hypnotized (some students fear this); they will be awake at all times and can respond to anything that happens around them. They do NOT have to participate but the rule is that they will sit quietly to allow other students to have their experiences.*

Give the following instructions to students:

30 min. 1. Still Waters Fantasy: Find a comfortable position in your chair. Feet flat on the floor . . . feel relaxed. Let your body relax so that it feels supported by the chair, and

let your feet rest on the floor. Get in touch with your breathing and breathe deeply . . . in . . . and out.

(Pause 5 - 10 seconds.)

And as you breathe slowly . . . in and out; in . . . and out . . . picture yourself floating along on a raft on a lake. Feel the gentle ripples of the water flowing under you. . . . Feel the water supporting you as you drift along. See the blue of the water and the sky overhead. Hear the sound of waves slapping the bottom of your raft as you gently rock. When thoughts go through your mind, pretend they are ripples on a lake. Let your thoughts be ripples . . .

(Pause 1 minute.)

Now let your lake be perfectly still . . . Let all the waves and ripples become still and peaceful.

(Pause 25 - 30 seconds.)

Enjoy the feeling of being still and peaceful. Know you can return to your lake anytime you want to feel calm inside. When I count from 10 to 1, you will open your eyes feeling alert and fresh. 10...9...8... coming up slowly, now ...7...6...5...4... begin to listen to the sounds in this room ...3...2...1. Eyes open, feeling relaxed and refreshed.

Invite students to share their experiences. Emphasize body feelings and changes as well as images visualized. Point out that each student's experience is unique and that guided fantasy is a good way to relax as well as to learn more about themselves.

Reference: Gay Hendricks and Thomas B. Roberts, The Second Centering Book, Prentice-Hall, 1977.

45 min.

2. House Fantasy: Find a comfortable position in your chair. Begin to relax by taking 5 deep breaths slowly and comfortably. Close your eyes and begin to relax your body. Feel your feet resting on the floor . . . relax your ankles . . . calves . . . legs. Now feel your stomach muscles begin to loosen . . . your chest muscles . . . your neck . . . your arms . . . your hands . . . the tension in your head dissolve . . . your face muscles relax . . . let your jaw drop as it relaxes.

(Pause 5 - 10 seconds.)

I will count slowly from 1 to 10. When I reach 10 you will be even more deeply relaxed than you are right now. 1...2... 3...4...5...6...7...8...9...10... That's right. Allow yourself to feel just as relaxed as you want to be.

(Pause 5 - 10 seconds.)

Now picture yourself in a meadow with the sun shining above you. Feel yourself walking through the meadow, your feet making paths on the soft grass. Stop and smell all the smells

around you. Are there flowers? Can you smell the grass? Are there any animal smells? Do you hear any sounds? Birds? Leaves or grass rustling in the breeze? Give yourself some time to hold your pictures, feelings, sounds, and smells clearly in your mind. Just enjoy yourself and your time in the meadow . . .

(Pause 1 minute.)

Near the meadow is a house. Allow yourself to walk over to it. This house is <u>your</u> house . . . it represents <u>you</u>. What does your house look like? Walk around it and notice its shape, colors, and all of the parts of the house. Open the door and walk inside. Imagine that inside your house are different parts of yourself that you would like to get to know.

Bring out one part of yourself. Get to know that part in the meadow. You may want to have a conversation with the part to get to know it better. Or you may want to feel it, smell it, or listen to what that part of yourself is saying. Take time to get acquainted.

(Pause 30 seconds.)

Now it's time to say good-bye to that new part of yourself. Take a few seconds to let that part of you slip away . . . I will count slowly from 10 to 1. When I reach one, you will open your eyes and be back in this room, feeling relaxed and completely alert. 10...9...8...7...6...5...4...3...2...1. Eyes open now, feeling refreshed and awake.

Invite students to share their experiences.

<u>Suggested teacher questions</u>:

What was your fantasy like? How was your meadow? What did it look like? What smells did you notice?

What part of yourself did you explore? What was it like to get to know this part of yourself? What did you discover?

NOTE TO LEADER: *The <u>House Fantasy</u> was developed by one of the peer counseling teachers at Watsonville High School. After you have practiced leading a few guided fantasies written by others, you may want to use your own creativity to design other self-awareness fantasies such as this one.*

UNIT SIX: HELPING SKILLS

SKILLS: *Learning behaviors that are effective for helpers*

Identifying the responsibilities of a helper

Learning to give positive feedback as a helper

Learning the difference between acceptance and agreement

Learning to ask questions effectively

I. Learning Behaviors that are Effective for Helpers

50 min.

Ask students to choose a partner. Between the two, they are to decide who will be a "builder" and who will be a "helper". Tell them their task is to build a tower out of toothpicks without using gum or glue. Ask builders to find a space to work and count out 40 toothpicks while helpers are pulled aside and assigned a helper role. Duplicate "Helper Roles", page 34, cut into three strips, and go over all three roles with helpers.

Tell "builders" they have 15 minutes to build a toothpick tower. Helpers are to assist them in building the best possible tower. Give no other instructions.

Call time after 15 minutes and form a fishbowl (double circle) with builders in the center first to discuss their experiences. Helpers watch in the outer circle without comment.

Suggested teacher questions:

What kind of help did you get in building your tower?
How did you feel about the help you received: Was it helpful? Why or why not?
What kind of help would you have liked that you didn't get?
How do you feel about the finished tower? Is it your tower? Why or why not?

After builders have finished discussing their reactions, have builders move to the outer circle and helpers move to the middle of the circle.

HANDOUT

HELPER ROLES

The following roles should be xeroxed or dittoed before the toothpick exercise on page 33. Distribute them fairly evenly so that roughly one third of students who choose to be "helpers" are assigned to each helping role.

HELPER #1: "I'm the expert. I've made towers before and I know how they should look. Here, I'll show you how to build one. I want to make sure that you and I build a better tower than anyone else." (Helper should attempt to construct most of the tower for his/her partner.)

HELPER #2: "I know you can build a good tower. I won't do it for you--in fact, all I'm here to do is to give you support so that you can build the best tower you can. (Helper should restrict comments to statements like, "That looks good;" "You're doing a great job;" or to reflections (active listening) like, "You're not sure what to do next . . .")

HELPER #3: "I'm not interested in this at all. I really don't care what kind of tower you build. I really have other things to do. I don't want to be rude, but I just don't want to get involved. I'll watch you work but I won't give you much support or any suggestions." (Helper should act indifferent and preoccupied when his/her partner asks for help.)

Suggested teacher questions for helpers:

How was it for you to help in the role you were given?
How comfortable were you with the role? Was the role like you? How or how not?
How closely did you stay in role? If you stepped out of role, when and how?
What did you notice about the builders' reactions to the help you were giving?

Next, ask both builders and helpers to compile a list of behaviors that were NOT helpful in the exercise (e.g., helpers doing all the work, helpers knocking towers down, helpers not giving any help, etc.) and a list of behaviors that WERE helpful (e.g., helpers giving builders support and suggestions, letting builders initiate ideas, etc.). Have a student record these on butcher paper.

To close the session, ask students to generalize from these behaviors to identify behaviors that will be helpful in working with other students.

Suggested teacher questions:

What can we say is always true about effective help?
What will you do differently the next time you help someone?
What will you remember about helping as a peer counselor?

II. Identifying Responsibilities of a Helper

50 min.

As a follow-up to the toothpick exercise, have students divide into pairs; one is to be the "counselor", the other is to be the "client". Counselors are pulled aside and asked to assume one of three helping roles (See page 36). "Clients" are asked to assume one of the following roles:

1. You have just seen a friend cheat on a test by copying your paper. You spent hours studying and you know your friend went to a party the night before. What do you do?

2. You have been cutting your life science class for two weeks. You want to go back to class but are afraid of what the teacher will say.

Give students 5 minutes to role-play. Then form a fishbowl with clients in the center and counselors in the outer circle. Guide clients in a discussion of their experiences.

HANDOUT

COUNSELOR ROLES

This page should be xeroxed or dittoed before the role-plays on page 37. Distribute them evenly so that one third of students who choose to be "counselors" are assigned to each role.

COUNSELOR #1: "I'm the expert. I've had problems like yours before and I know exactly how to handle the situation. After all, I've had training as a peer counselor. You may have some ideas about what you want to do, and I'll listen, but I still think I have better advice to solve the problem."

COUNSELOR #2: "I know you can solve your own problem. Sure, you're in a bad place right now. I understand that and I want to hear how you feel about it (active listening). You may feel trapped and confused and helpless to do anything about it. I'll give you support and I'll hear out your feelings. But I won't give you advice or pretend that I know how to solve the problem. I will help you come up with some different choices."

COUNSELOR #3: "So you've got a problem--that's too bad. I've got problems of my own right now and I've got a headache. I also have a lot of things to do--so I really don't have time to listen to you. I'm not going to take you seriously and I'm not really interested in helping you. I don't want to be rude, but after all, you're not one of my best friends, so I really don't want to take time right now to listen."

Suggested teacher questions:

What kind of help did you get with your problem?
Was the counselor helpful? How or how not?
Was there any help you would have liked that you didn't get?
How did you feel at the end? Did you feel that you came up with a solution? Why or why not?

Then ask counselors to move to the center of the circle to share their experiences.

Suggested teacher questions:

What was it like for you to help in your role?
How comfortable were you as counselor?
Did you stay in your assigned role?
Do you feel you were helpful? How do you know?

After both groups have discussed their reactions, ask the entire group to make a list of helpful behaviors for counselors (refer to the lists made in the toothpick exercise, page 33). Then ask them to consider what counselors are responsible for.

Suggested teacher questions:

Are counselors responsible for coming up with a solution to the other person's problem?
What are they (counselors) there to do?

Guide the discussion so that students realize that counselors can BEST help by accepting the other person (whether or not they agree with him/her) and by helping the client accept responsibility for his/her OWN feelings, actions, and decisions.

Ask students to get back into their pairs. Have them reverse roles so that the counselor now becomes client and vice versa. This time, the counselor tries to give effective help, based on the guidelines developed after the first role-play. Clients assume the role not used in the first role-play (listed above). Call time after 5 minutes and reconvene the entire group.

Suggested discussion questions:

How was your experience different from the first role-play?
Counselors, do you feel you helped your clients? How or how not? Where did you get "stuck"?
Clients, how was the help for you? Was it effective? How did you feel at the end of the role-play?
What will you remember about giving effective help to other students as a peer counselor?

III. Learning to Give Positive Feedback as a Helper

30 min.

Suggest that often we are better at giving negative feedback than positive feedback. Emphasize that it is important to learn to watch for good things that other people say and do, and to show appreciation for positive actions.

Ask each student to print his/her name at the top of an index card. Shuffle the cards and have members pick a card, not sharing the name with anyone else. Each student is to write positive feedback about something they have noticed during group interactions for the person whose name was drawn.

Collect the cards, shuffle them, and redistribute them for other students to write positive feedback. Repeat several times, then return the cards so that students can read the positive comments other students have written about them. (This exercise can be repeated often throughout the peer counseling training.)

Lead students in a brief discussion of ways to use positive feedback in helping situations.

Suggested teacher questions:

How does it feel to receive positive feedback about yourself?
How can you give positive feedback when you are helping other students work on goals they have set for themselves?
What positive feedback could you provide to a student who has set a goal to improve attendance but continues to cut classes?

IV. Learning the Difference Between Acceptance and Agreement

45 min.

To begin this section, explain to students that it is sometimes difficult to help someone with a problem if you disagree strongly with his/her point of view. So that they can experience the difference between acceptance and agreement, have students write down a list of decisions that other students could make that would be very difficult for them to agree with (examples: getting an abortion, taking hard drugs, pushing drugs, cheating on a test, running away from home, etc.).

Ask students to choose partners and exchange lists. Group members will take turns role-playing; the "client" assumes a role written on his/her partner's list while the other student becomes the "counselor" and attempts to use active listening. (Students may also use questions at this point, as long as they are door openers, designed only to produce more information without leading the speaker in another direction. (Example: How long have you felt that way?)

After 5 minutes, have students give feedback to each other with clients telling counselors how effective they were and counselors sharing where they were "stuck". Then have them reverse roles for another 5 minutes.

When students have played both roles, call together the entire group and have them share experiences.

Suggested teacher questions:

How was it for you to listen to someone who behaves very differently from you?
What was the hardest part of the exercise for you?
What did you learn?

Ask the group to consider how they will react as peer counselors when students come to them with problems and they do not agree with their opinions, feelings, or choices. Guide students to consider several options:

Show that you can ACCEPT other people even though you can't agree with them, by really hearing them, putting yourself in their situations, and trying just to be with them.

Tell them you do not feel you can listen to them becasue your own feelings are too strong about that issue and then refer them to another peer counselor, a school counselor, or an outside agency.

Talk with a peer counseling supervisor about the best way to handle the situation.

End your discussion by asking students to consider what issues they have such strong feelings about that they could not really listen to objectively. (Record these on butcher paper.) Be sure that students understand that it is VERY difficult, even after years of practice, to help someone with whom you strongly disagree. What is IMPORTANT is that as peer counselors, they be AWARE OF possible interference from their own feelings and deal with that in a responsible way.

V. Learning to Ask Questions Effectively

NOTE TO LEADER: *This is a very important skill for peer counselors to learn. Begin by suggesting ways in which questions are misused. You might want to act out the scene presented in the cartoon*

below to spark discussion.

45 min. 1. Open, Closed, Information, Feeling Questions:

Ask a student to volunteer who has a strong interest or hobby he/she would be willing to share with the group. Set the stage by explaining to students that this exercise will help them to decide which kinds of questions are most helpful.

Have the group think of questions they could ask about the student volunteer's interest (camping, sports, cooking, etc.). The rules are that the volunteer does not answer the questions, but only states whether the question would be interesting to answer.

Ask a student recorder to write all questions on the board under two column headings, "Interesting" and "Uninteresting". After 5 minutes or so, close the questions and ask the volunteer to "star" three questions that appear the most interesting. When the volunteer has answered these questions, invite the group to decide what made those particular questions interesting. What usually happens is that the interesting questions are open-ended (require more than a yes-no or one-word answer) and feeling-level (asks for more than information, facts, etc.).

Give a short "rap" on these types of questions:

> A closed question has a simple, usually one-word answer.
>
> An open question, on the other hand, allows the speaker to describe, expand, and express many things. For example:
>
> CLOSED: Do you like to cook? How long have you cooked?
>
> OPEN: Why do you like to cook? What was one of your most unique dishes?

Informational questions ask only for facts or other specific information.

Feeling-level questions give the other person a chance to give more personal answers. For example:

INFORMATION:	What kind of tennis racquet do you use?
FEELING:	How do you feel when you lose a match? How do you feel about staying in shape? What's the best part of the game?

Divide students into pairs and ask them to interview each other about a hobby or interest. Give each pair 5 pennies (other kinds of tokens can also be used). Students are to take turns interviewing each other; the questioner must give up one penny each time he/she asks an informational or a closed question. In addition, the interviewee has the right to "pass" on boring questions.

Have interviewers record the total number of questions they asked and how many times their partners pass. At the end of 5 minutes, or when the money is spent, have students add up the numbers of each type of question asked and the total number of "passes". Then have partners switch roles.

When students have played both roles, reconvene the group and ask participants to share their scores.

Suggested teacher questions:

Which kind of question was easier to ask?
Which kind produced the best information?
When should closed or informational questions be used?
If you want to get to know a person as soon as possible, which kinds of questions are best?
Which kinds of questions will you want to use as a peer counselor?

Close this section by asking each student to write down a list of questions (include all 4 types) they would want to ask in a counseling session:

--If someone were upset about failing English . . .
--If the client wanted to run away from home . . .
--If the client's best friend had been hurt in a car wreck . . .

25 min. 2. How vs. Why Questions:

Tell students that in this exercise they will be experimenting with two types of open/feeling level questions, how and why. They will also be using active listening skills.

Divide students arbitrarily into pairs (students should be working with each other on a rotating basis to prevent the formation of cliques). Ask dyads to decide who will play counselor and who will be the client. Pull the clients aside and give them special instructions:

Teacher instructions to "clients":

> Clients will tell their peer counselors that they are failing first period phys. ed. class because they rarely come, or if they do come, they're late.
>
> As long as the counselor uses "why" questions, they are to stick to this story. If the counselor used "how do you feel" questions, however, they may talk about the "real" problem, which is that their mother is in the hospital for several weeks, and they have to fix breakfast and get younger brothers and sisters off to school. They stay up late at night doing household chores after cooking dinner and being in school all day.

Have clients begin the role-play with their partners. After about 5 minutes, stop the action and assemble the whole group. Have counselors share their experiences first.

Suggested teacher questions:

> How did you feel you did as a counselor? Did you find out all you wanted to about the problem?
> Where, if anywhere, did you get stuck?
> Did you use active listening?
> What kinds of questions did you ask?

Then ask clients for their reactions:

> How many of you discussed your "real" problem?
> How was it for you in your role?
> How did you feel when you were asked "how" questions? "why" questions?

Close the exercise by explaining that asking "why" questions often leads to "dead-end" answers like "I don't know," or "I'm not sure." Asking "How is it for you when..." or "How did you feel when . . ." makes it easier to share feelings instead of becoming defensive.

Suggested teacher questions:

What have you learned about questions in this unit?
What will you remember to do when using questions as peer counselors?

Closure

5-10 min. Focus homework assignments and closing discussion on how students can give effective help to other students in various school situations.

UNIT SEVEN: VALUES CLARIFICATION

SKILLS: *Learning how values differ from interests*

Identifying personal values

Experiencing group values

Learning how values affect decisions

Learning how to help others clarify values

I. Learning How Values Are Different from Interests

15 min.

Ask students what is meant by the word value in the sentence, "Vicky says she values good grades but she's been cutting all of her classes for two weeks." The group should arrive at a workable definition quickly. (Example: Values are things that are important to me; they are what I prize and will work for.)

Choose an interest that most students have in common--listening to music on stereos or radio is a good one. Ask each student individually what he/she gets out of listening to their favorite music: one may say, "I really enjoy spacing out;" another may say, "I start feeling good;" someone else may say, "I enjoy moving to the rhythm and dancing;" etc.

Point out that though people share common interests, those interests represent different values. Ask a student to explain the difference between an interest and a value.

II. Identifying Personal Values

25 min.

Explain that it is important to identify values that are the most important in our lives, and that this exercise will help students identify their most important values.

Hand out copies of the worksheet "Identifying Your Values" on page 46.

When everyone has finished, ask each student to read his/her top two choices and record them on butcher paper on the blackboard so students can compare answers. Lead the group in a discussion that will further help them clarify their personal values.

Suggested teacher questions:

Is your first choice part of your life now? If not, how much energy do you put into attaining it?

Would your close friends know that your #1 choice is the most important? If not, why not? (Sometimes we say things are important, but our actions don't reflect our values.)

What values do students in this group have in common?

Were you affected by a feeling that you "should" rank certain values high? (Remind students that there are no "right" or "wrong" values here . . . what is important is that they are clear about what they value.)

What do your parents value? How do you think they would have ranked the 12 values? (Invite students to share this exercise with their parents.)

What would you say students at school seem to value? How do you think most of the student body would rank the 12 values?

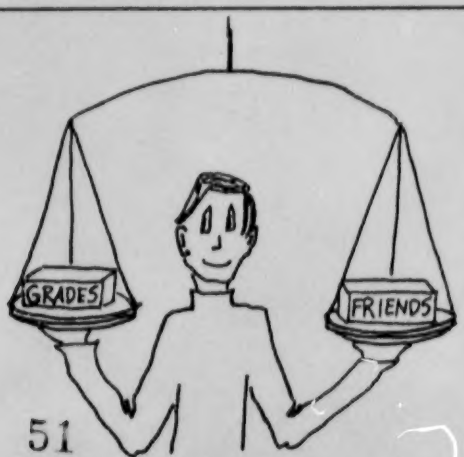
What did you learn about this exercise that is important to you personally? As a peer counselor?

WORKSHEET

IDENTIFYING YOUR VALUES

DIRECTIONS TO STUDENTS: Number each of the following items from 1-12 in order of their importance to you. For example, if you value having good friends as being most important, place a 1 in the blank beside that item. NOTE: There are no right or wrong answers.

IMPORTANCE	ITEMS
_____	Having one or more good friends
_____	Having enough spending money to go to the movies, buy lunch off-campus, buy records, etc.
_____	Getting good grades
_____	Having a boyfriend/girlfriend
_____	Having lots of free time to spend any way you choose
_____	Having a good relationship with your parents
_____	Living in a nice home with a color TV, your own phone, a private bedroom and bath
_____	Growing as a person by trying to learn new things
_____	Keeping in good shape physically
_____	Having your own car
_____	Being helpful to your friends
_____	Being honest with family, friends, and yourself



III. Experiencing Group Values (Atomic Bomb Shelter Activity)

45 min.

Ask students to pretend that there has been a nuclear bomb threat from another country and that plans have been made for a possible attack in the next few days.

Their roles are to serve as members of a Citizens' Committee formed for the purpose of deciding who will be given spaces in a nearby shelter (unfortunately, there are not enough spaces for everyone).

They will be deciding among 12 applicants; only 6 spaces are available in this particular shelter. Record the following descriptions on butcher paper for students to refer to during the exercise. Ask students to individually choose 6 applicants whom they would like to receive spaces in the shelter. They are not to discuss their choices:

- 12 year old retarded child
- 28 year old teacher rumored to be gay
- High school senior - female
- 45 year old Mexican widow; owner of a restaurant
- Hollywood movie star stranded on the way to San Francisco
- 40 year old M.D.
- Policeman
- 25 year old Main Street prostitute
- 19 year old high school drop-out; a "low-rider"
- 65 year old priest
- A just married young couple: neither will enter the shelter unless they come as a couple; husband is a druggist and wife teaches 6th grade
- 38 year old Portuguese man who works in the fields to support two young children and a wife. Wife and children are not included because they are down south visiting relatives

After students have made their individual choices, divide them into small groups of 3-4. In small groups, they are to discuss their individual choices and arrive at a unanimous group decision on the 6 "winners".

When all groups have reached unanimous decisions on the 6 people who will receive shelter space, call together the large group and ask subcommittees for their decisions. Post these on butcher paper and discuss the choices.

Suggested teacher questions:

What do these choices suggest about your values as a group? (youth, professional people, etc.)
Were there any personal values from your individual decisions that were not represented in group choices? If so, what were they?
What made your decisions difficult? How did your group arrive at your decisions?
How are values related to decisions like the ones you just made?

NOTE TO LEADER: *Students may wish to end this activity by role-playing various applicants who did not receive unanimous votes and present their "cases" to the committee (played by the rest of the students). The committee could then hear each case and reconsider their choices, to again reach a unanimous decision.*

IV. Learning How Values Affect Decisions

30 min.

Review what was learned in the Atomic Bomb Shelter activity about values and decisions. Then ask the students to write out answers to the worksheet on page 49, "Values and Decisions."

After everyone has completed the worksheet, ask the group to share answers and compare choices.

Next, have students name a decision he/she has made that day. (Point out that each person has made many decisions from the moment he/she decided to get up that day.) Record their decisions on butcher paper and have the group brainstorm possible values this decision represents. Examples:

Decision: Deciding not to cut 2nd period to go shopping

Values: Staying out of trouble with campus supervisors
Parents' approval for not cutting
Wanting to do well in classes
Interest in the 2nd period subject
Good feelings about making the right choice: self-satisfaction

Have the group check each of their brainstormed values with the student who made the decision to see which is true. Using this process as a model, brainstorm values for decisions made by other students that day.

WORKSHEET

VALUES AND DECISIONS

DIRECTIONS TO STUDENTS: For each of the following examples, write down what you think that person values, based on the decisions that were made.

1. Maria's parents dropped her off at the movie theater downtown. She had told them she was meeting friends and would get a ride home. Maria's friends had other ideas: "There's a party at Green Valley Apartments. Let's go!" Maria said, "Go on without me. I'm going to stay and watch the movie."

   What things does Maria value? _____

   _____

2. Jose found out that his close friend Mike was hooked on heroin. He didn't want to tell Mike's parents or turn him in to the police. Finally, he decided to visit the counselor at the Drug Abuse Center on Main Street.

   What things does Jose value? _____

   _____

3. Sue didn't have many friends. She spent her weekends riding the bus to Santa Cruz to visit museums, shops on the mall, and to walk on the boardwalk. She usually looked sloppy, never wore makeup, and wasn't interested in buying new clothes. She was almost a straight "A" student and planned to go to San Jose State University on a full scholarship.

   What things does Sue value? _____

   _____

4. John's grandmother gave him $50 as a gift. She has told him that he could spend it any way he wanted. After thinking for awhile, he came up with a list of possible decisions for spending money. What values would each of the following possible decisions represent?

   A. Taking the family out to dinner at an expensive restaurant in Santa Cruz and then to the boardwalk.

      Values: _____

      _____

   B. Spending the money at the flea market for clothes, parts for his car, records, etc. Values: _____

      _____

   C. Buying season's tickets to the theater and several expensive books. Values: _____

      _____

V. Learning How to Help Others Clarify Values

20 min. 1. Explain that this exercise is designed to help students learn ways of helping others clarify their values. Two skills they have already learned, active listening and brainstorming (throwing out a series of ideas without evaluation), can be combined to help others clarify what is important in a given situation.

Present the following steps that students can use as peer counselors to help other students clarify values. Have the group take notes:

1. When the "client" talks about a problem, use active listening first to help him/her express his/her feelings about what is happening. Be sure to include feeling words when you reflect back what you hear said.
2. Next, begin to listen for what might be important to that person. If she/he says, "What I really want is to run away from home," you might say, "It sounds important for you to be on your own . . ."
3. If the person you're helping is not clear on what's important, use questions to find out:
   "How is it important to you to get another English class?"
   OR "What do you get out of spending all of your free time with your boyfriend?"
   OR "What's important to you in this situation?"
4. After you've helped the other person verbalize one or two values in that situation, help him/her brainstorm several other values:

   EX. "It sounds like having more freedom and being alone are important to you. I wonder if we can think of other things together that might be important . . . Is working out things with your family also important?"

30 min. 2. Divide students into pairs; one is to be "counselor", the other will play the "client". Ask clients to role-play a situation where they must make a decision. Suggestions:

- Your parents are getting a divorce. You must decide with which parent you will live.
- You have just been to the eye doctor and he has prescribed glasses. You don't wear them because you're afraid you'll look silly. You've started having some bad headaches. What do you do?

Make sure each counselor has a sheet of paper. Ask them to talk with their clients and go through the following steps, taking notes as needed:

1. Use active listening. Write down 3-4 feelings your client has.
2. Write down what your client says he/she values in this situation.
3. Brainstorm other possible values. Suggest a few things that might be important and see if they "fit". Write down 3-4 other values.

After 5-10 minutes, ask students to evaluate the preceding exercise.

Suggested teacher questions:

Did you follow the three steps?
Where did you get stuck?
Were counselors able to use active listening and brainstorming effectively?

Closure

5-10 min.

Make sure students understand how values affect decisions that can result in problem behaviors such as cutting, low grades, "personality" conflicts with teachers, student fighting, or drug abuse.

UNIT EIGHT: DECISION-MAKING

SKILLS: *Learning the major steps in decision-making*

Brainstorming alternatives and predicting outcomes

Learning how to help others make decisions

NOTE TO LEADER: *It is important to understand that this unit presents one of the most SIGNIFICANT skills in peer counselor training. Before beginning this unit, please study carefully the Decision-Making Model on the next page. Notice that this model combines several skills presented earlier: identifying & using feeling words, active listening, open-ended questions, brainstorming, prioritizing, and clarifying values. Explain to students that decision-making will help them to integrate many peer counseling skills and that they will use the decision-making model frequently when they help others.*

I. Learning the Major Steps in Decision-Making

25 min. 1. Ask students what is involved in making a decision (e.g., a person makes a choice from two or more possible choices). Next, ask the group to consider what people they know make effective decisions. Lead students in a discussion of the advantages of making good decisions:

Getting more control over what happens to them
Gaining more satisfaction about life and themselves
Having more personal freedom
Being in control of a situation rather than being controlled by a situation

Hand out copies of the "Decision-Making Model" on page 53. Discuss all eight steps and explain that they will use this model frequently throught the unit. Suggest that students keep copies of the entire model in their notebooks for easy reference, since they will learn the model by breaking it down into small parts.

HANDOUT

DECISION - MAKING MODEL

Xerox or ditto and distribute to students before starting the role-play on page . You may also want to present this model at the beginning of this unit.

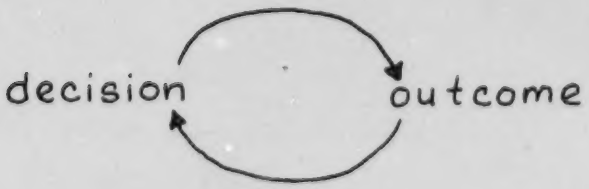
DIRECTIONS TO STUDENTS: This handout explains 8 steps that peer counselors may use to help others make decisions. Discuss all parts of the model and be sure you understand them before using these steps in role-play situations.

1. *Clarify feelings*. Use active listening to help the client sort out feelings in this situation. Write down 4-5 feelings the client has.
2. *Identify the decision*. Use open-ended, feeling-level questions to find out what the client wants to change and where he/she wants to "end up" after the decision is made.
3. *Brainstorm alternatives*. Ask the client what choices he/she has. Accept ALL ideas. Suggest others. Write these down.
4. *Clarify values*. Comment on values expressed by the list of alternatives. Check these out:
   Ex.: It seems important for you to have a good relationship with your parents. Is that true?
5. *Evaluate the alternatives*. Weigh pros (good points) and cons (drawbacks) of each, help the client predict outcomes of each. Narrow down the list and ask client to prioritize (number in order of importance).
6. *Support the decision*. If the client is ready to make a decision, support it. If more information is needed, set another time to get together.
7. *Make an action plan*. Help the person decide what must be done 1st, 2nd, 3rd, etc., to carry out the decision. Set time limits if this is helpful. If there are other people involved, write down their names.
8. *Follow-up*. Give your client a chance to check back with you on how the decision is working. If things don't go smoothly, you may have to repeat the process above.

Explain these steps from the model, to be used in making decisions. Write major points on butcher paper and have students supply information when possible (Ex.: What's the first thing you do when you're ready to make a decision?):

1. Identify the decision. What is the problem? What do I want to change? BE SPECIFIC.
2. List all possible alternatives or choices of action. Brainstorming should be used so that all possibilities are considered, no matter how ridiculous or unworkable they seem.
3. Evaluate alternatives by:
   Prioritizing--numbering them in order of importance.
   Clarifying values--Do alternatives fit your values? What's most important?
   Weighing pros and cons--What's the best possible outcome of this choice? the worst?
   Information--Is there any information that could help you choose (people to talk to, past experiences, etc.)?
   Choose the best alternative.
4. Make an action plan and follow-up.
   What's the first thing you will do to carry out your decision? Whom will you need to see? When will you have your plan completed?
   How did your decision work out? If it didn't go smoothly, you may need to go back to your other alternatives (step 3) and make another decision.

NOTE TO LEADER: Point out that decision-making is a CIRCULAR process. We make decisions, and, based on what happens (outcomes), a NEW decision may need to be made.



Ask a student to volunteer with a decision he/she must make. Suggest that the decision be relatively simple, since "heavy" conflicts tend to get bogged down and lose the interest of the rest of the group.

Write on a new sheet of butcher paper the major points of the steps above in one column while tracing each step with the student's decision in the other column. EXAMPLE:

1. Identify the decision.	Maria wants to decide whether to drop U.S. History before the end of the quarter.
2. List alternatives.	Stay in U.S. History Try to find another teacher and transfer Get help from an "A" student Drop the class and take study hall

25 min.

2. Ask students to practice using these decision-making steps by completing the worksheet on page 57, "Decision-Making Practice." When all students have completed their individual worksheets, have the group share their answers.

Suggested teacher questions:

What do you notice about the decisions most students made?
What does this suggest about common values in the group?
How do you feel about your decision?
Why is it important to predict what may happen as a result of your decision (outcomes)?
What will you remember the next time you make a decision?

II. Brainstorming Alternatives and Predicting Outcomes

30 min.

1. This section is designed to give students further practice in using two key parts of decision-making. Explain that in order to make the best possible decision, it is necessary to explore ALL possible alternatives. Present the following situation:

> Your new friend is not welcome at your house and your parents don't want you to go out with him/her because they feel your friend "hangs out" in the wrong crowd. What can you do?

Have students brainstorm alternatives as a group and record them on butcher paper. Suggest that they make a tentative decision. Next, have the group list possible sources of information (people to talk to, reading, past experiences) they could use to discover NEW alternatives they might not have considered.

Ask the group to imagine new alternatives that might be uncovered if they consulted those sources. Would they make a different decision? Why is it important to know ALL possible options before making a decision?

Repeat this process with another situation:

> You are a senior in high school and have decided you want to go to college to become a teacher. You have not taken any college prep courses. What can you do?

25 min. 2. The second skill students will work on is learning to predict possible outcomes of decisions they make. Ask why it is important to develop this skill.

Suggested responses:

> It may make risks less "scary".
> It will make taking action easier since you can rehearse outcomes ahead of time.
> It will give you more complete information before you make a final decision.
> It will help you prepare for possible negative results.

WORKSHEET

DECISION - MAKING PRACTICE

DIRECTIONS TO STUDENTS: Consider the following situation and write answers to the questions listed below.

Situation: You are at a party and most of the people there are older students whom you've always looked up to and wanted to get to know. The party started late (around 10:00 p.m.) and your curfew time is 11:00 p.m. You're having a terrific time meeting new people and your date is busy talking with his/her friends. It's 10:45 p.m. What do you do?

1. What are your alternatives in this situation?

ALTERNATIVES:	PRO'S	CON'S

2. List your VALUES as indicated by the alternatives you've listed. What is most important to you in making this decision?

_____

3. What is your DECISION? _____

_____

4. What is your action plan? 1st step: _____

2nd step: _____

3rd step: _____

5. What are some outcomes that might happen as a result of your decision?

_____

_____

_____

III. Learning How to Help Others Make Decisions

40 min. 1. Invite students to participate in the following fantasy:

> Pretend this is the year 2000. The government has just decided that young people have been ruining their lives because they don't know how to make good decisions. From now on, adults trained as Decision-Making SPECIALISTS will help teenagers make better decisions. The specialist will be able to look into the future, is skillful at looking at every aspect of decisions, and has taken an oath to consider each individual's best interests.
>
> You are part of a test group that will work with a Decision Specialist. First, you must choose 3 decisions you would be willing to turn over to the specialist to make for you. Write these down.
>
> (Pause until all have written these down.)
>
> Now you must choose 3 decisions you would not be willing to give up to the specialist. These are 3 decisions that you want to make entirely by yourself. Write these down.

When students have finished their lists, ask them to share their choices and have a student recorder write them on butcher paper or the blackboard. Then guide discussion of the results.

Suggested teacher questions:

- Was it easier to give away or keep decisions? Why?
- Which decisions are the hardest for you to make? for your classmates? Why is this true?
- Which were easiest to give up to the specialist? Why?
- How would you feel if you were told that from now on adults would be making your decisions? Why is it important to be free to make your own decisions?
- What should you remember when helping someone else make a decision? (Let them make their OWN decision; don't push them one way or another.)
- What can you do as a peer counselor to help another person make a decision?

45 min.

2. To give students practice in helping others make decisions, divide students into dyads where one will be the counselor and the other will play the client role. In these dyads, the client will discuss a situation where he/she must make a decision and the counselor will follow the outline on page 57.

Discuss these steps with the entire class and have all students take notes. Brief the students who have chosen to play client roles in their dyads on the following role-play:

> Your friend Nancy stops you after 2nd period and says she MUST talk to you during lunch. Her eyes are swollen and she tells you that she had an awful fight with her parents the night before and may run away from home after school. You agree to meet her and then rush off to class. Then you remember you have already made plans to meet your boyfriend/girlfriend downtown for lunch. What do you do?

Allow at least 10-15 minutes for students to role-play. Then ask them to stop and give each other feedback. Examine "stuck" points for all students playing counselors in using the 8 steps above. You may wish to repeat the entire process with other role-play situations.

Another VERY SUCCESSFUL approach is to invite a student from <u>outside</u> the class to bring in a decision he/she must make. The leader then models the counselor role for the rest of the group, while students <u>observe</u> the leader's use of the decision-making model and give feedback at the end of the session. If this technique is used, make sure confidentiality is clearly established for the student observers.

<u>Closure</u>

5-10 min.

Emphasize to peer counselors that they can be instrumental in helping other students make more effective decisions for themselves. When they accept peer counseling assignments later on, for example, one of their first responsibilities will be to help student clients decide on goals for greater success in school. Ask peer counselors to identify other ways they can use their decision-making skills in the school community. The group may want to use these as outside assignments for this unit.

UNIT NINE: STARTING AND ENDING A HELPING RELATIONSHIP

SKILLS: *Learning to make initial contact*

Learning to explain the helping role

Learning to handle special issues of confidentiality, follow-up, referral and termination

Identifying school and community resources

I. Learning to Make Initial Contact

30 min.

Ask the group how they form first impressions (e.g., How do you experience each person in the room today?). Make sure all senses (sight, touch, feel, smell) enter the discussion.

Bring in photographs or magazine pictures of children, teenagers, and adults (or PLAN AHEAD and have students do it). Hand each student a picture or photograph of someone unknown to them. Ask them to study the pictures and form sensory impressions.

Suggested teacher questions:

How would you approach the person in the picture as a helper or peer counselor?
How do you think the person would react to you?

Divide students into groups of 4 to share their reactions to the pictures and the answers to these questions. After 5 minutes, ask students in each group to take turns identifying and role-playing situations where they might encounter students who need help at school. Each group is to identify at least 4 situations and to take turns making the initial contact. Observers for each role-play should give feedback.

Examples:

I notice you seem to be looking for room numbers. Can I help?
Is anyone sitting here? Can I join you for lunch?
You look sad today. Is there anything I can do to help?

Reconvene the entire group and ask them to share the situations they identified for giving help and ways they found were successful to make the initial contact.

II. Explaining the Helping Role

30 min.

Have the group brainstorm concerns they have about explaining their roles as helpers to other students in various situations (tutoring, counseling, etc.). Record these on butcher paper.

Suggested topics:

- How to establish trust with another student
- How to explain that you are there to help them but NOT to make decisions for them, give advice, or do their schoolwork
- How to offer help in a sensitive way so that students will accept it

After this discussion, you may want to give a brief presentation on ways to explain their roles to other students. This might include the following: (Record on butcher paper.)

1. Introduce yourself, explain that you are taking the peer counseling class, and share a little about yourself.
2. State the kind of help you can offer. Be clear on what you are not willing to do.
3. Assure the other student that everything that is discussed between you will be kept confidential and will not be shared with anyone except the peer counseling supervisor.
4. Explain how much time or how often you can work with the student.
5. Try to find out how the "client" feels about working with you and what he/she wants help with.

Have students practice using this framework in role-play situations such as:

1. Meeting a high school student referred by a guidance counselor for help in deciding whether to drop a math class.
2. Meeting a student who does not like to complete written assignments in an English class where you are an aide.

After 5-10 minutes of role-playing in pairs where one student plays the counselor and the other is the student client, reassemble the entire group and discuss experiences.

Suggested teacher questions:

Did the counselors make good contacts?
What was helpful about the way they presented themselves? What was not helpful?
Counselors, how did you feel in your roles?
Where did you have trouble? How do you think your clients felt about you?

NOTE TO LEADER: For further information, refer to Unit Ten: "Helping with School-Related Problems."

III. Learning to Handle Special Issues

20 min.

Some of the special issues that students will need to learn how to handle (follow-up, referral, termination, etc.) are best handled in a brainstorming session with the leader facilitating and a student recording on butcher paper.

Some trigger questions:

How do I decide how often to see the person I'm helping?
How do I arrange to follow-up on what happens after our meetings?
What happens if I don't want to work with someone who wants to work with me?
What do I do if someone makes fun of me, misbehaves, or doesn't cooperate?
What do I do if the person doesn't show up for a meeting with me?

REFERRAL issues deserve special attention:

What happens if I don't feel comfortable or trained to give the kind of help the student wants or needs?

MAKE SURE students understand they DO NOT have to deal with any issue they feel uncertain about handling. These might include pregnancy, birth control, heavy drug use, and suicide. Establish a plan of action when this happens:

1. Talk with the peer counseling supervisor if you feel "over your head."
2. Refer your student to a school counselor.
3. Refer your student client to an appropriate outside source (See Section IV).

IV. Identifying School and Community Resources

NOTE TO LEADER: Students trained as peer counselors should have extensive knowledge of both school and community resources. Representatives from these areas should be invited to speak to the group about who and where they are and how they can help. School guests might include: guidance counselors, job counselors, school psychologist, school nurse, etc. Community representatives from your area may include: Planned Parenthood, Youth Services, Family Services, Heartbeat House, Youth Employment Services, and the Parent Center.

Peer counselors may wish to compile a list of referral services, including phone numbers and contact counselors, as a class project. An example of such a list is the Hotline Sheet prepared by peer counselors at Watsonville High School. It is included at the end of this unit.

45 min.

Ask students to divide into groups of 3-4. Distribute the 2 handouts, "What Do You Do If You Can't Handle a Problem?" (page 64) and the "Hotline Sheet" (pages 65, 66, 67).

Have each group choose a recorder to write down an action plan for each of the five students with problems, using the school and community resources on the "Hotline Sheet."

After 25 minutes, have groups compare answers. Make sure all students know how to use information on school and community resources.

Closure

5-10 min.

As you review the major ideas presented in this unit, make sure peer counseling students understand that they will receive adult supervision when starting or ending a helping relationship. Emhasize how important it is to recognize limitations when counseling other students and to ask directly for adult assistance as needed. Homework assignments here might involve opportunities to give and receive help from each other on school-related problems.

HANDOUT

WHAT DO YOU DO IF YOU CAN'T HANDLE A PROBLEM BY YOURSELF?

There may be many times as a peer counselor that you encounter "loaded" situations which are uncomfortable for you to handle alone. Where do you go for help? Using the "Hotline Sheet" of community and school resources, design a plan of action for the following situations. Include what steps you will take to help each of these clients solve their problems.

1. A friend calls you around 7:30 one evening. She is alone in the house and has been depressed about her boyfriend going out with another girl. She tells you she's taken some of her mother's pills (tranquilizers) after drinking two bottles of wine. She sounds strung out and is talking about "ending it all."

2. An 8th grader you tutor is thinking about running away from home. Her father is drinking heavily and beating up her mother. She's scared and can't concentrate in school. She wants some help for her parents and herself. The family has little money.

3. A girl in one of your classes tells you she thinks she's pregnant. She's really scared--can't tell her parents and doesn't want to tell her boyfriend (She only met him a few weeks ago). She says if she is pregnant, she'll have the baby and drop out of school. (She couldn't face her friends--she's a straight A student and had planned to go to college next year.)

4. A 9th grader you are tutoring has not been to his math class for 2 weeks. He's afraid to go back because the teacher will put him down for cutting. If he doesn't pass math, he will not earn enough credits to be a sophomore.

5. Your client's parents are splitting up. She's confused and hurt and can't decide which parent to live with for fear of hurting the other. She's willing to get help in making the decision, and wants to involve her parents but doesn't know how.

HANDOUT

HOT LINE SHEET*

This Hotline Sheet lists community organizations that provide counseling services to teenagers or young adults in Watsonville and Santa Cruz. If the counselors at these agencies can't help, they will refer students to people who can. Most have no cost. If there is a cost, it is a small amount.

1. Alcoholics Anonymous
   939 Lincoln Street — 24 hour answering service 688-2058
   Watsonville — or 2059

   Offers people with drinking problems ways to stay sober and to help other alcoholics make better lives for themselves. Through group sharing and counseling, members of A.A. attempt to give strength to one another to overcome the desire to drink. Service is also offered to the families of alcoholics through A.A. There is also a group for teenagers with parents who have a drinking problem. This is Janus Recovery in Santa Cruz (462-1060).

2. Crisis Line for the Parent Center
   406 Main Street, Suite 317 — 24 hour answering service 728-2233
   Lettunich Bldg., Watsonville

   Answering service line is for people with problems related to their children, family, or parenting. Counseling is offered for these and otner problems. Counselors will also talk with teenagers. Contact: Badri Daas. Hours: 9-5.

3. Drug Abuse Council
   278 Main Street — 728-1791
   Watsonville

   There is no cost, but they will take donations. 11 counselors (most are bilingual) deal with problems that are related to drug abuse. Counseling is individual, and they also run groups and do family counseling. Staff try to work out a program of treatment that would help each person, including vocational and educational counseling. Director: Jim Morris. Hours 9-5.

4. Family Services
   233 E. Beach St. — 724-7123
   Watsonville

   Fees are on a sliding scale. Professional counselors are trained to work with students and their families to help them cope with a variety of problems. Counselors also run several groups, including an adolescent group, parents' groups, and a women's group. Director: Signe Frost. Counselors: Nancy Norris & Maggie Phillips.

5. Health Services--Monte Vista Clinic
247 Prospect and Monte Vista Streets 722-2459
Watsonville

There is no cost. Pregnancy testing is available by appointment. Other health services are provided on a drop-in basis.

6. Heartbeat House
150 Maple Ave. 728-2295
Watsonville

There is no cost. Office hours 8 a.m. to midnight seven days a week. Volunteers and counselors handle a wide variety of calls; suicidal, drug abuse, loneliness, information. Staff will make daily reassurance calls, visits to rest homes and hospitals, help runaways, relay messages to and from parents, and offer a drop-in service for students (8 a.m.-4 p.m.) having school or personal problems.
Director: Jean Hanley

7. Planned Parenthood
406 Main Street, Suite 317 722-7526
Watsonville

Open from 9-1. You may call for an appointment in the afternoon. They do pregnancy testing, offer birth control and pregnancy counseling. Counselors are bilingual. Everything is free for students under 18; over 18 there is a small charge. Ask for Rosie.

8. Watsonville City Police Department, Junvenile Office
231 Union Street 724-5665
Watsonville

Juvenile Officers: Sgt. Manual Martinez & Joe Flores
The Juvenile Officer handles juvenile crime prevention, protection for neglected or abandoned children, and parent-juvenile counseling.

9. Rape Line 24 hour answering service 426-7273

Help is available for women who have been raped or abused.

10. School Counselors: Mr. Bianchi, Mr. Morales, Mrs. Hedlund, Mr. Sullivan; Mr. Starks - work experience and job counseling. Maggie Phillips and Bonnie Wendt - school psychologists.

If students are having problems, and you know about it, refer them to their appropriate counselor.

11. Suicide Prevention Service
1060 Emeline Street 426-2342
Santa Cruz

There is no office in Watsonville. Counseling is available by phone or in person for anyone considering suicide or who wants help for someone who is contemplating suicide.

12. Teen-age Mother Program
Second Street 722-9231 or 728-3311 ext 265
Watsonville

Run by public school for teen mothers who want to finish school. They offer required courses, pre-natal care, instruction and professional counseling. TAM also has a place to enroll young children of their students in the Infant Care Center in the same building.
Director: Sue Hill

13. Watsonville High School: Peer Counseling Program
250 East Beach Street 728-3311 ext 330
Watsonville

A peer counseling program has started so that students can learn to run parts of the counseling programs themselves. For information, contact Maggie Phillips.

14. Youth Services
107 California Street 728-2226
Watsonville

Hours 9 a.m.-5 p.m. Casual relaxed atmosphere. There is no cost. They work a lot with teenagers, provide individual, group, and family counseling. They will do home visits. If you need help, talk to your school counselor about it or call directly. Counselors: Peter Gaarn, Sherrie Crandel, David Sawi and Theresa Biggam.

*This list was compiled by students in the Fall, 1977, Peer Counseling class at Watsonville High School. Editor: Peggy Ahl.

SECTION TWO: USING PEER COUNSELING SKILLS

SECTION TWO: USING PEER COUNSELING SKILLS

An Introduction

The second section of the Peer Counseling Training Manual is designed to teach students how to use the basic counseling skills they learned in Section One. Units 10, 11, and 12 present strategies for peer counselors to use when helping other students with school-related problems. It is STRONGLY RECOMMENDED that peer counselors who work formally with student "clients" in a school setting complete these three units in addition to Units 1-9 in Section One.

Units 13-16 provide opportunities for peer counseling students to apply their skills to the more sensitive issues of family relationships, drugs, death and loss, and sexuality. Please read the NOTE TO LEADER sections carefully, as these topics require special considerations and preparation.

Unit 11, "Helping Peers with Attendance Problems," is especially important for school staff interested in utilizing peer counselors to help students with poor attendance patterns. At Watsonville High School, the HOLD peer counseling program assigns a large percentage of its trained peer counselors to work with students who demonstrate inconsistent or low attendance. Using the approaches explained in Unit 11, peer counselors have helped students improve attendance by as much as 500%. For a comprehensive guide to the HOLD attendance program, you may order the Attendance Improvement packet available from the Project HOLD office, 340 Lincoln Street, Watsonville, CA 95076.

PEER COUNSELOR ASSIGNMENTS

We have found that most students who have completed one semester of peer counseling are prepared to accept formal assignments of helping other students under adult supervision. Typically, 10th, 11th, and 12th graders feel most comfortable helping those at the 9th grade level or younger. (This may or may not be true of your student group.) Appropriate assignments include attendance counseling; tutoring; working with students who have physical, learning, or social handicaps; helping new students adjust to the campus; assisting migrant students, foreign students, or students with language problems.

Students assigned to peer counselors for help may be identified in a number of ways. Referrals may be solicited from guidance counselors, vice-principals, attendance workers, regular and special classroom teachers, and from students themselves. Once a student client is identified and a peer counselor has agreed to accept the "assignment", a meeting is arranged with the student client, the peer counselor, and an adult supervisor. The purposes of this meeting are to schedule a regular time for the peer counselor to meet with the student client and to set a specific objective. For example, a student who wants help in English might set an objective to earn at least a "C" for the quarter

in English. Or a student who wants to increase the number of credits he's earned might have a goal to earn at least 25 out of a possible 30 credits for the semester. The peer counselor's task is then to offer support, provide academic help as needed, and to monitor the progress toward the desired goal.

The adult supervisor may be the school staff person who referred the student for help, the peer counseling teacher (who in any case should be available for coordination), or a community volunteer or counselor intern. However supervision is arranged, it is essential that every peer counselor work under the direct guidance of a trained adult. Regular practicum meetings should also be arranged so that peer counselors have an opportunity to share their experiences and to continue to develop on-going skills. Usually, practicum activities can be incorporated into the regular peer counseling class curriculum; other options include before-school, after-school, or lunchtime supervision/practicum meetings.

Sometimes peer counseling students are reluctant to accept formal helping assignments with their peers. Encouragement from the teacher and several practice sessions before the initial assignment meeting usually relieve doubts and build confidence. We have found that some students are NOT ready for formal assignments, however, and should be encouraged to practice their skills on an informal basis.

UNIT TEN: HELPING WITH SCHOOL-RELATED PROBLEMS

SKILLS: *Identifying school-related problems*

Clarifying school problems with student "clients"

Learning to set objectives for school success

Learning strategies to help peers with school problems

Learning effective ways of working with teachers and other school staff

NOTE TO LEADER: *This unit consists primarily of information sharing sessions for students who will be using peer counseling skills to help other students with school-related problems. Activities should be adapted to fit specific problem areas in your school that peer counselor will be helping with.*

I. Identifying School-Related Problems

15 min.

Begin by asking the group to brainstorm a list of problems they have experienced as high school students and difficulties that other students have experienced. Have a student recorder list them on butcher paper. These might include:

Cutting classes
Being late to class
Taking courses that are too "hard"
Getting behind in class assignments
"Personality conflicts" with teachers and administrators
Trouble in speaking and writing English
Not being able to read well
Poor Math skills
Not understanding assignments or teacher directions
Unfair grades

Have students group their list into problem areas. Sample categories might include attendance, academic, and communication problems. Record the lists in each category and display them for reference throughout this unit.

II. Clarifying School Problems

45 min.

1. Explain that the first major task in helping other students with any of the difficulties identified above will be to help

clarify the specific problem. Ask the group to consider the difference in two statements made by students having trouble with math.

Read these examples aloud:

Student #1:	"I'm having trouble in my math class. I just can't do the work in there--it's too hard. I study and study and it doesn't do any good. I'm still failing and I want to get out of the class."
Student #2:	"I'm having a hard time understanding Chapters 9 and 10 in my math class. My grades were OK until we started that Unit. Maybe if I got some help with those two chapters, I could catch up with the rest of the class."

Peer counselors will have an easier time helping student #2. Why?

The student is clearer about what the problem is and what help she/he wants.

There is a specific place for the peer counselor to begin giving help.

Explain that many students are unclear about what their difficulties are and that the first task for peer counselors will be to help them clarify the problem. Duplicate and distribute the handout on page 72. Lead the group in exploring the four steps they might use in helping a peer clarify a school problem. Suggest that students keep this page available in their notebooks for easy reference.

HANDOUT

CLARIFYING SCHOOL PROBLEMS WITH YOUR STUDENT CLIENT

DIRECTIONS TO STUDENTS: The following steps will be helpful for you to use when meeting your student "client" for the first time. Discuss the four points below and make sure you understand how each is important. You will be using these steps in a role-play activity in the next section of this unit.

1. GETTING READY: If a student is referred for help by a teacher or counselor, get as much information as you can from that source. Do this by asking open-ended questions such as:

   How do you see the student's problem?
   What goal would you like to see him/her achieve?
   What materials can you suggest?
   When would be a good time for me to meet with him/her?
   (during class, after school, during lunch, etc.)

2. SETTING THE SCENE: An adult supervisor will set up your first contact with your student client. At your first meeting, help the student clarify what he/she wants help with:

   a. Use active listening. ("It sounds like your biggest problem in science is memorizing vocabulary. Is that what you need help with?")

   b. Try to establish a goal you will work toward together. ("So you want to attend math class more often. Do you want to see if you can go all this week without cutting? We can check together on Friday with the attendance office to see how you did.")

3. THE NEXT STEP: The next step is to set a time to meet with the student. Make sure you establish what you will work on together and how often and when/where you will meet.

   Example: "So we'll be working together on your attendance in English and math. Can you meet me at 8:15 a.m. in your counselor's office?" (If not, agree on another time and place.)

4. CONFIDENTIALITY: Also during this first meeting, you will need to establish the limits of confidentiality. Make clear to the other student that there may be some things you will need to check out with the teacher or counselor, but that more personal topics you talk about will not be shared with anyone.

25 min.

Tell students that they will be role-playing the first meeting between peer counselor, adult supervisor, and student client, using the handout on the previous page. Divide the group into triads. Ask each triad to decide who will play the roles of the peer counselor, the student client, and the adult supervisor.

Ask "peer counselors" and "adults" to review their handouts while you meet separately with "clients". Help the "clients" develop a problem situation from one of the three categories of attendance, academic, or communication problems. Have them also decide the identity of the adult involved.

Next, ask the student "clients" to return to their groups and explain the role-play situations. "Peer counselors" and "adults" are to follow the steps presented on the handout from Section 2 as the triad role-plays the initial meeting situations.

Stop the action after 5-10 minutes. Ask "clients" and "adults" to give feedback to the "peer counselors".

Suggested teacher questions:

How did the peer counselor act in the meeting your group had with the adult and the student client?
Did the peer counselor help to set a goal with the student about what they would work on? How could it have been more clear?
How did the peer counselor talk about confidentiality?
What could students who replayed peer counselors have done more effectively?

As time permits, rotate roles so that all students have a chance to play the peer counselor role.

III. Learning to Set Objectives for School Success

25 min.

1. Emphasize to peer counselors that when they work with assigned student counselees, one of their most important tasks is to help the student set a useful goal for school success. Present a brief explanation of how to write an objective. A suggested outline for your presentation follows on page 74.

1. What is a successful peer counseling student? Have students describe specific behaviors that make peer counselors successful. (Examples: attends regularly, participates actively, volunteers for role-plays, etc.) List these on the chalkboard.

2. Ask each student to choose 2 behaviors from the list that would personally help him/her be a more successful peer counselor. Students are to write these down and star the most successful one.

3. Have students write an objective for the behaviors they starred. The objective must be "do-able" and measurable. It should tell <u>what</u> the student will do, <u>when</u>, and <u>how well</u> it will be done.

   Examples: I will participate in at least 5 role-plays this quarter.

   I will complete 10 outside assignments to raise my grades from B to A.

4. TEST objectives. Ask students which is a <u>measureable</u> objective: (Let me show you how I can . . .)

   *A. Raise my hand in class (measureable)
   B. Like school better (not measureable)

   Peer counseling objectives should be rewritten so that all are <u>measureable</u>.

5. Have the group write down what steps are necessary for them to accomplish their goals for the peer counseling class. Write several examples on the chalkboard.

6. Have students set a definite time when these objectives will be checked. Ask them to record this check-back time.

Spend 5-10 minutes discussing the peer counseling objectives students have set. Make sure they can identify the 6 steps of the process you have presented above.

25 min.

2. Explain that students will now practice helping another student set an objective for school success. Divide the group into dyads and distribute copies of the worksheet "Setting Objectives for Success" on page . Have partners take turns being peer counselor and student client. The peer counselor's role is to help the Student Counselee complete the worksheet and set a measurable objective.

When all students have played both roles, have the group check objectives, using the "Let me show you" test.

WORKSHEET

SETTING OBJECTIVES FOR SUCCESS

DIRECTIONS TO STUDENT "CLIENTS":

Choose an area of school performance that you would like to improve. Write the name of that class or area in the blank in item #1. (Examples: English, PE, Attendance) Finish filling in the blanks for items 1-6 below. Your peer counselor will help. When you finish you will have set an objective for greater success in school.

DIRECTIONS TO PEER COUNSELORS:

Help your student set a realistic goal for success. If a student is failing math halfway through the quarter, for example, it may be unrealistic for him/her to try to earn an A or B. Also, make sure the check-back time in #6 is soon enough for you to keep a close check on progress toward the goal you've set together. When finished, show this worksheet to your adult supervisor.

1. Describe the successful _____ student. List the exact behaviors a successful student does--in that class or school performance area.

   1. _____ 4. _____
   2. _____ 5. _____
   3. _____ 6. _____

2. Sort and write down 3 behaviors that would personally help you be more successful. Choose the most important one for you. Mark with a (*)

   1. _____
   2. _____
   3. _____

3. Write an objective for the starred item. The objective must be a goal that you can do and that you can measure.

   _____

   _____

4. Test your objective. Let me show you how I can: _____

   _____

   _____

   Can your peer counselor see you do it? Yes ____ No ____

5. List the exact behaviors involved in reaching that objective.

   _____

   _____

   _____

6. Set a check-back time when you will check your progress with your peer counselor. Write this here: _____

   _____

IV. Learning Strategies to Help Peers with School Problems

NOTE TO LEADER: It might be more interesting and helpful at this point to invite students from outside the peer counseling class to role-play student clients. Perhaps you might ask a cooperative teacher to bring part or all of a nearby class to participate in this lesson.

30 min.

Hand out copies of the worksheet "Strategies for School Problems" on the next page. Explain that the ideas listed on the worksheet are to serve as guides. Students are to work on developing their own strategies for each school problem situation given.

When all students have completed the worksheet, ask the group to share answers and record them on the chalkboard or sheet of butcher paper. Help them to decide which strategies are workable and which might be inappropriate:

Examples: Trying to talk Maria's history teacher into giving her a D is NOT appropriate.
Finding out from Maria's teacher what she must do to earn a D in the class IS appropriate.

V. Learning Effective Ways of Working with Teachers and Other School Staff

45 min.

Most students have some apprehension about approaching teacher or administrator about a problem. Why is this? (Sample responses might include: fear of authority, bad experiences in the past, etc.)

Have the group develop the profile of an adult who might be hard to talk to. (No names should be used--just behaviors that are troublesome for students.) Brainstorm a list of issues that students might want or need to talk to an adult at school about (e.g., wanting to transfer to a different class, feeling that the teacher puts down other students and may be racially prejudiced, wanting to explain unfair treatment by a teacher or another student). Record the adult profile behaviors and the school issues so that they are visible to the entire group.

Ask a student to take the role of the profile adult and another to role-play the student who will talk with the adult about one of the issues brainstormed by the group. Have the rest of the group act as observers, in a large fishbowl circle, watching for behaviors, approaches, and attitudes that are most effective.

Stop the action after 5-10 minutes. Ask the group for feedback about what they considered effective. Guide discussion so that students are able to pinpoint what strategies work when approaching adults:

WORKSHEET

STRATEGIES FOR SCHOOL PROBLEMS

DIRECTIONS TO STUDENTS: Below are suggested strategies for 3 categories of school problems. For the sample situations in each section, write down a strategy for dealing with that particular problem. Use your own ideas in addition to those provided here.

1. STRATEGIES FOR ATTENDANCE PROBLEMS:

Set specific goals for improvement. (This week you will attend English every day.)
Check in frequently with the student client at school and with phone contacts at home.
Find out how the student is doing by checking often with the counselor or teacher.
Give praise and encouragement for any progress shown; give feedback when no progress is made. (I notice you only went to English class one day this week.)

Sample Situation: Jerry, your student client, has not attended any of his morning classes (PE, English, History, Math) for the last 4 weeks.

Your Strategy: _____

_____

2. STRATEGIES FOR ACADEMIC PROBLEMS:

Teachers are the best resources for ways to deal with the learning problems of the student you are trying to help.
Go directly to the teacher to ask for information or ask a peer counseling supervisor to help arrange an appointment. Most teachers will supply materials and/or specific ideas for ways to help.

Sample Situation: Maria is failing social studies class. She says the textbook is too hard. She wants to earn at least a "D".

Your Strategy: _____

_____

3. STRATEGIES FOR COMMUNICATION PROBLEMS:

Peer counselors can effectively help other students to deal with communication problems with teachers or other adults at school by teaching them some of the communication skills they have learned. Examples:

Using "I" statements rather than blaming. ("I feel disappointed in my grade," rather than, "You graded me unfairly.")
Being specific about what is to be communicated & what is wanted.
Trying to understand the other's point of view--hearing the teacher or adult out.

Sample Situation: Mike's problem is that he doesn't get along with his PE teacher. He claims the coach puts him down and calls him "stupid" when he forgets his gym clothes.

Your Strategy: _____

Sample Discussion Ideas:

Talk in a mature, straightforward way. Adults do not respond effectively to whining or shouting.

Try to include positive statements.

Use "I" messages.

DO NOT argue. Respect the other person's right to his/her own opinion. If you don't agree, after hearing the adult out, and you feel that no progress will be made, say simply, "I don't agree with you."

Ask another adult for help if you get stuck. Remember that you CANNOT control behavior of adults but you CAN control your own behavior. Make sure you represent yourself and the peer counseling class with dignity.

Closure

5-10 min.

Close this session by asking group members to identify occasions when they will probably need to work with adults as part of peer counseling contacts. Ask them to consider what strategies they will remember to use in order to approach adults effectively. An appropriate assignment might be to have students identify an adult at school or home with whom they are experiencing difficulties. They could then attempt to effectively discuss the conflict with that adult, record the strategies they use to resolve the conflict, and indicate the results of their "experiment".

UNIT ELEVEN: COUNSELING STUDENTS WITH ATTENDANCE PROBLEMS

SKILLS: *Learning the purposes of attendance monitoring*

Learning the steps of the attendance monitoring program

Identifying initial responsibilities

Practicing attendance strategies

NOTE TO LEADER: *This unit is designed specifically for peer counseling students who will be helping their peers with identified attendance problems using the HOLD attendance monitoring program. Parts of the unit are also appropriate for school staff who are interested in an overview of attendance monitoring. A more comprehensive guide can be ordered from Project HOLD, 340 Lincoln Street, Watsonville, CA 95076.*

Some of the procedures described here may not be workable in your particular school site. If this is the case, you may want to change the student handouts and worksheets accordingly.

I. Learning the Purpose of Attendance Monitoring

25 min.

Explain to students that one of the most critical problems faced by high schools is poor student attendance. Cite absenteeism figures from your school as an example. Then lead a brief discussion on the consequences of poor attendance.

Suggested teacher questions:

What are some of the opportunities lost by students who cut classes?
How does missing school affect short-range goals? Long-term goals?
What are the consequences of prolonged cutting?

Give a short "rap" on attendance monitoring as a program that has proven helpful in improving student daily attendance. Include the following points:

Overview:

Problem students and their parents agree to participate, with a goal of developing positive habits of attending classes every day. For three weeks, students carry an attendance slip which each teacher signs to verify attendance and assignment completion. After 3 weeks of perfect attendance (which means that all slips must be turned in and completely signed), students are monitored once a week for six more weeks (9 weeks total).

Peer Counselor Role:

Peer counselors help in the program by checking to make sure assigned students pick up and turn in completed attendance slips daily, and by being warm and supportive to students who have had a history of poor attendance and who often feel frustrated and overwhelmed. Often peer counselors are a major factor in helping students improve attendance because of their willingness to make contact every day.

II. Learning the Steps of the Attendance Monitoring Program

20 min.

Distribute copies of the three handout pages on "Steps in the Attendance Program" (pages 82-84). Discuss thoroughly the steps listed and review the forms and how they are used.

Information presented in this section is highly structured and detailed. Take as much time as necessary to make sure ALL participating peer counselors have a thorough understanding.

For additional practice have students write down the major steps of the program without referring to the handouts.

III. Identifying Initial Responsibilities

30 min.

After students have studied thoroughly the handout information above, distribute the worksheet "Peer Counselor Responsibilities in the Attendance Program" on page 85. When all students have finished, encourage the group to share answers. Be sure to help them clarify the following points in your discussion:

MAJOR PEER COUNSELOR RESPONSIBILITIES:

1. Attendance slips

   Peer counselor hands one out to the student and collects it at the end of the day or before school the next morning. He/she makes sure each slip is filled out by every teacher for every period the student is supposed to attend. If the slip is not filled out or not received, the peer counselor verifies attendance in the attendance office, then checks with the adult supervisor.

2. Attendance chart

   The peer counselor keeps a chart of the student's attendance over the nine week period. If student is missing classes, the adult supervisor is notified before a parent contact is made.

3. Teacher contacts

   The peer counselor is responsible for sending notes to teachers when the student starts the program and for checking with teachers at least weekly for 9 weeks.

4. Parent contacts

   The peer counselor helps to set up a parent interview and may make all regular weekly contacts with parents by phone or postcard.

HANDOUT

STEPS IN THE ATTENDANCE PROGRAM

DIRECTIONS TO STUDENTS:

This handout describes the attendance monitoring program and the peer counselor's role with students who participate. Please read this information carefully. You will be using these pages to complete a worksheet and, later, in a role-play situation.

1. Before meeting the student client

Get as much information as you can from your school attendance office or from your supervisor. Include: parent's name, address, phone number; last year's attendance; attendance patterns this year; student's class schedule. Arrange with your supervisor to record this information on student information sheets or cards.

2. Initial student interview

Introduce yourself, give your role as a peer counselor, and show your interest in the attendance program student. You may want to discuss the student's past attendance performance, explain the attendance monitoring program, and set an objective for improving attendance. (Use the worksheet on "Setting Objectives for School Success--Unit 10.) Explain to your client that you will be contacting his/her parents and teachers, and go over the procedures for checking in each day (where and when you will meet; how attendance slips are handled). Spend some time getting to know your student's interests and make the relationship positive and reinforcing.

3. Arrange teacher contacts

Send notes to your student's teachers to let them know you will be working with the student and will be checking regularly with them. (See teacher contact form, page 84.)

4. Parent contacts

Call your student's parents with help from your adult supervisor. Introduce yourself, explain your role as a peer counselor, and explain briefly the attendance monitoring program. Tell the parents about the attendance success objective you set in the initial interview. Explain that you will be checking with parents weekly and find out the best time for you to call them. Also arrange a time for them to come to school and meet with you, your supervisor, and their student, if this was not done in step 2. If you cannot reach the parent by phone, send a postcard.

5. Weekly teacher contacts

Do this by school phone or in person after you have sent the note in step 3. Be sure you do not interrupt a teacher during scheduled class time UNLESS you have made arrangements at least a day in advance.

Introduce yourself, explain your role as peer counselor in the attendance program. Discuss the student's previous and current attendance; ask for any information or concerns the teacher has. Explain the daily attendance check and decide when and how to contact each teacher weekly.

6. Second student interview

Talk about the teacher and parent contacts you have made. Check attendance and go over any problems or successes the student has had since your first interview. Give out the daily attendance slip (see form next page) for the following day. Make sure students understand positive and/or negative consequences for their attendance behavior (if the student doesn't show up or bring the slip back, you or the adult supervisor will call the parent). If the student brings the slip as agreed, you will offer praise and support. Write the student's name on the attendance chart (see next page). Explain how you will record daily progress.

7. Week one check

Check your attendance slips against attendance office records. Call parents and contact teachers with attendance information.

Example: "I just wanted to let you know that José attended all of his classes this week except that he missed math on Wednesday and Friday. Please help by discussing this with him."

8. Continue daily student contacts and weekly parent/teacher contacts UNLESS:

1. After perfect attendance for 3 weeks (this means all slips are turned in daily with every teacher's signature), you will see the student only once weekly.
2. If the student doesn't arrive with slips or keep appointments with you, tell your adult supervisor IMMEDIATELY. Attendance students must restart the program until 3 weeks of perfect monitoring.

9. Be aware of the following CONSEQUENCES for attendance students:

Positive:
- Warm, supportive conversation with you
- Recognition from their teachers and parents
- Weekly meetings after 3 weeks
- Improved grades and more good feelings about success in school

Negative:
- Daily slips until 3 weeks of perfect attendance monitoring is attained
- Conference with adult supervisor
- Parent conference
- Possible conference with vice principal
- Referral to SARB or the local attendance board
- Continued poor grades and frustration about school

ATTENDANCE PROGRAM SLIP

Student Name _____

Check indicates "yes" Date _____

Period	Attend. teacher initial	on time	work complete	has material	conference needed
1					
2					
3					
4					
5					
6					
7					

Please make comments on the reverse side.

ATTENDANCE CHART

Name	Week I					Week II					Week III				

TEACHER CONTACT FORM

Dear _____ Date _____

_____, who is enrolled in your
(student's name)

_____, is participating in our
(class)

attendance program. The student and parents have been contacted about the need for improving attendance. If you wish to discuss this program, please call _____. If a conference is needed at any time, please check the "conference needed" column on the daily slip.

Thank you,

_____
Peer Counselor

_____
Adult Supervisor

WORKSHEET

PEER COUNSELOR RESPONSIBILITIES IN THE ATTENDANCE PROGRAM

DIRECTIONS TO STUDENTS: Using the 3 handout pages which explain the "Steps in the Attendance Program," complete the items below. When you have finished, you will have identified specific responsibilities for peer coun_elors working with the attendance program.

1. Attendance Slips

Explain what the peer counselor does about collecting and recording the information from daily attendance slips: _____

_____

_____

2. Attendance Chart

For the first week of the attendance program, Margaret turned in slips that showed she had not attended 1st and 2nd period on Monday and Friday, and her 3rd period teacher did not sign the slip on Thursday. Use the attendance chart below to show how you would record this information about Margaret's attendance.

Week I

M	T	W	Th	F

3. Attendance Office

How does the peer counselor use information from the attendance office? _____

_____

_____

4. Parent & Teacher Contacts

Explain what the peer counselor would say to parents and teachers in each of the following situations:

a) When a student starts the program:

Parent Contact _____

_____

Teacher Contact _____

_____

b) At the end of the first week:

Parent Contact _____

_____

Teacher Contact _____

_____

c) At the end of 3 weeks of perfect attendance:

Parent Contact _____

_____

Teacher Contact _____

5. Student Contacts

You have agreed to work with Javier on the attendance program. What will you remember to do when:

a) You meet for the first time with Javier and Mrs. Hedlund, his guidance counselor (your adult supervisor):

1. _____

2. _____

3. _____

4. _____

b) You and Javier agree to meet the next day at 8:15 a.m., and he doesn't show up:

_____

_____

c) Javier begins going to class but forgets to turn in his slips:

_____

_____

d) Javier goes to 5 of his 6 classes. He tells you that's the best he can do because his 6th period Science class is too hard:

_____

_____

e) The attendance office records show that Javier has not been attending his afternoon classes, but his slips have been signed every afternoon by his teachers:

_____

_____

_____

IV. Practicing Attendance Strategies

50 min.

Choose four volunteers from the class for a role-play. The parts are: (1) Suzanne, a 9th grade student with attendance problems, (2) Suzanne's mother or father, (3) adult counselor, and (4) peer counselor. In the role-play Suzanne and her parent come into the counselor's office, where the counselor and peer counselor are waiting for the first attendance interview with Suzanne. Allow 5 minutes or so for the volunteers to prepare their roles. After they have role-played this initial student interview scene for 10-15 minutes ask the group for feedback.

Suggested teacher questions:

For the participants--

Were the roles difficult to play? What made them difficult or easy? How did you feel about the role you played?

For entire group--

What went on in the interview?
Do you think the student will be successful in the attendance program after watching her?
Was the parent convinced of the usefulness of the program? Were you convinced by what the peer counselor said?
Was there some commitment on the part of the student and parent, such as an attendance objective?
What did the relationship between parent and student seem like?

For a second interview, divide the group into dyads. Partners will take turns playing peer counselor and a student who has been cutting at least 3 days a week for five weeks. In this role-play the peer counselor will interview the student, using active listening and a warm and friendly manner. The peer counselor will also establish what the responsibilities of the student will be in the attendance program and set up a time to meet with the student every day. Positive and negative consequences should be explained. After students have played both roles, stop for feedback.

Suggested teacher questions for "peer counselors":

Did you feel you got a commitment from the student? How do you know?
Did there seem to be a conflict between the student's values and his actions?
How do you feel about doing this type of interview in a "real" situation?
How can you avoid possible "stuck" places?

Closure

Emphasize to peer counselors that they can be the key to a successful attendance program in their school. Make sure they have an opportunity to explore all potential trouble spots in the monitoring system. You may want to ask attendance workers, guidance counselors, or other staff involved in the program to visit your group to make an initial presentation.

UNIT TWELVE: PEER RELATIONSHIPS IN SCHOOL

SKILLS: *Identifying ways students relate to other students*

Making positive changes in peer relationships at school

Learning how to express feelings about sensitive issues to another peer

I. Identifying Ways Students Relate to Other Students

20 min.

Ask the group to brainstorm, with leader facilitating, different ways that students relate to each other at school. Have a student recorder note comments on butcher paper or on the chalkboard. The following ideas should be included in the discussion.

Suggested teacher questions:

How do people identify themselves with a group at school (race, economic status, clothes and hair styles, types of slang, academic status, etc.)? Describe different groups at this school.

Which students are popular? Why?

Which students are unpopular? Why?

Is it hard to be different from the group you identify with? Why? If you belong to one group, is it easier to be different from people in other groups?

Is there much competition at school? What are things students compete for (grades, boyfriends/girlfriends, sports, etc.)?

Describe how it feels to have a lot of friends. to have no friends.

II. Making Positive Changes in Peer Relationships at School

30 min.

Ask students to spend a few minutes with their eyes closed, imagining the ideal school. Invite them to "let themselves go" to imagine peer relationships at school the way they would like them to be, no matter how impossible their visions may seem. (Use directions in Unit 5 for a guided fantasy approach.)

When all students have imagined how they would like students to get along with each other, ask each student to share ideas.

Next, ask the group to brainstorm the things that would have to change before their ideal school situation can exist.

Suggested teacher questions:

What attitudes have to change in order to get along with each other?
What values have to change? What might be the steps involved in changing those values?
What can YOU do to make this school a more positive place for other students to be? How might you help a student who was lonely or had few friends?
What can peer counselors, as a group, do to make this school better?

III. Learning How to Express Feelings about Sensitive Issues

20 min. 1. Ask each student to write on a scrap of paper qualities he/she does not like in other students, especially ones it is hard to talk about. Examples might be: gossiping, people who look sloppy or smell bad, jealousy, feeling excluded when others speak in a foreign language, being put down by someone you admire, etc. Collect papers and read them (without names) aloud.

Lead a brief discussion on communication about sensitive issues.

Suggested teacher questions:

What keeps us from talking about these things easily (not wanting to hurt the other person's feelings, not wanting to lose friends, believing we shouldn't "feel that way," etc.)?
Does a good relationship mean only saying positive things to another? Explore this in terms of your family and your friends.
Is trust necessary to communicate some things? How is trust established?

25 min. 2. Divide students into dyads with one student choosing to be speaker and the other playing the "counselor". Speakers are to talk with their counselors about something they dislike (or that bothers them) about one of their friends. Listeners help clarify feelings and make suggestions of ways to communicate with the other person.

Next, have the listener role-play the part of the client's friend while the speaker practices communicating about the sensitive issue. After 5 minutes, call time and have partners give each other feedback about the counselor's helpfulness and the speaker's success in dealing with the difficult issue.

Closure

Close this section with a discussion of positive ways to communicate sensitive issues with peers. Emphasize the following points:

1. Express positive feelings toward the other person FIRST.
2. Use "I" statements to communicate what's bothering you.
3. Be specific about what you don't like.
4. Send an effective message to the other person. (See Unit Four.)

UNIT THIRTEEN: DEALING WITH FAMILY ISSUES

SKILLS: *Identifying common family problems*

Observing family communication patterns

Learning ways of dealing with family conflicts

NOTE TO LEADER: *This unit is a popular one for peer counseling students. You may want to invite a family counselor from a nearby agency (Youth Services, Family Services, etc.) to talk with your group about family issues or to help you develop additional activities. Occasionally heavy emotions surface when students discuss their own family problems. Make sure you decide ahead of time how to handle this. Also, tell students that activities in this unit may trigger some personal family concerns for them and that peer counseling class is a safe place for them to share their feelings, or that they may want to share them privately with you or another student. You may want to leave time in your schedule to talk with students privately and/or to refer them to trained counselors.*

I. Identifying Family Problems

45 min.

To introduce this topic, ask students to draw a picture of their families at the dinner table. Provide paper and markers or crayons. When all drawings are finished, ask students to share their drawings and lead them in the following discussion.

Suggested teacher questions:

If we were to visit your family at mealtime, what would we see?
Who would be talking during dinner? What about?
Who would listen to other members?
Would the TV be on? Would the room be quiet or noisy?
Would all the family be there? Who would be missing?
How would you describe the mood at the table (relaxed, tense, etc.)?

Next ask the group to make a list of family problems that they have experienced themselves or that friends have shared with them. Record these on butcher paper.

Examples: Arguing with parents over rules
No communication with parents: they don't understand or listen
Parents fighting--separated--divorced
Illness or death in the family
Bickering with brothers or/and sisters

Have students select two problems from the list as being most common among the group members. As peer counselors, how could they help a student who has this problem? What kinds of things would they say or do?

II. Observing Family Communication

50 min.

1. Ask 5 students to volunteer to role-play a family. Have volunteers choose roles of father, mother, brothers/sisters and decide on ages. Then give the "family" a conflict situation.

Sample family conflict:

Older brother (age 17) came home late the night before. He had been drinking at a party and smashed the fender of the family car. Mother and father are angry. Little brother is upset because big brother was going to take him to the boardwalk and the trip may be off. Sister is worried that her brother's actions may cause her to lose some of her dating privileges.

Have family members sit inside a fishbowl with the rest of the group observing in the outer circle. Ask one student to volunteer to be a co-counselor with the leader.

Then ask the family to begin talking with each other about their conflict. They may exaggerate their interactions (no physical violence, of course). Counselors will active listen, ask questions for clarification, and make helpful suggestions.

Stop the action after 15-20 minutes. Ask for observations from those in the outer circle. (See suggested questions, next page.)

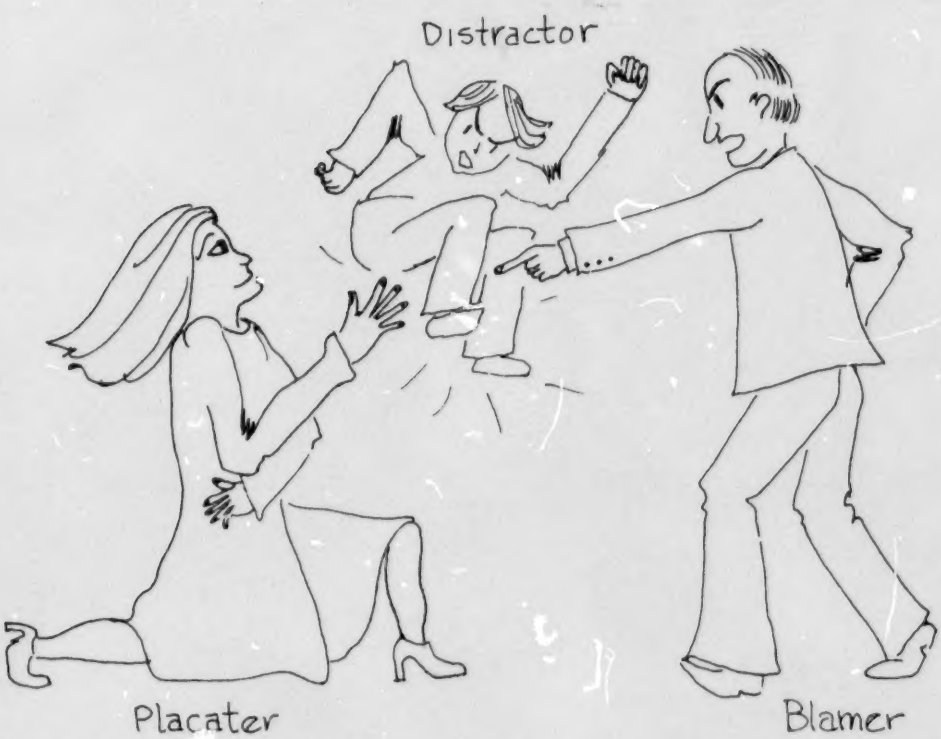
Suggested teacher questions:

What did you notice about this family?
Who did the most talking? the least?
Were everyone's ideas heard? How do you know?
How did this family try to solve their problems? How did it work?
Were the counselors helpful? How?
What might they have done differently to help this family?

To de-role family members, ask:

How did it feel to be in your role? How was it like/unlike you?
How was this family like/unlike your family?
Would you want to be in this family? Why?

After the role-play, you may want to give students a lecturette on Virginia Satir's 5 patterns of communication (blaming, placating, computing, distracting, and leveling) as presented in Peoplemaking, pp. 63-76. Then have students identify these patterns in the family role-play above.



III. Learning Ways of Dealing with Family Problems

45 min.

1. Have students spend 5-10 minutes writing down 3-4 conflicts they have with family members. To help them get started, you may want to ask some thought questions:

> What disagreements do you have with your parents? brothers? sisters?'
> How would you like things to be different with them?
> What is your family like when you feel good about being in the family?

When they've finished, divide students into dyads and ask partners to take turns talking about one of the conflicts on the list while the other role-plays the peer counselor. Instruct peer counselors to use active listening, open questions, and their decision-making skills to help. Reverse roles after 10 minutes.

For closure, ask the following questions:

> How did you get help from your "counselors"?
> Did he/she jump to conclusions or give advice?
> Were suggestions helpful? Will you try them?
> What did you learn that will help you be a better counselor?

50 min.

2. Ask students to divide into mock "families" with 5 members each. Have them choose these roles: mother, father, older sister (age 16), older brother (age 13), and little brother (age 10). The task for each "family group" will be to plan a one week family vacation. Each member will have special needs and wants unknown to the others which will have to be considered.

Call students aside in each role group (ex.: all students playing mother) for a private briefing. Explain the "hidden" desires of each family member to that role group only:

> Mother wants to take the whole family to her mother's house where she can visit with relatives and rest from cleaning and cooking.
>
> Father wants to go camping and spend time fishing and hunting by himself.
>
> Older sister wants to stay home so she can be with her boyfriend.
>
> Older brother wants to go to the beach or Great America and take a friend along so he won't be stuck with little brother.
>
> Little brother wants to go hiking and fishing with his father.

Ask groups to spend 20 minutes or so planning their vacations. When the time is up, lead a brief discussion to explore what happened in each family.

Suggested teacher questions:

What was your family's vacation plan?
What did you notice about how decisions were made?
Were everyone's needs met in the plan? Whose weren't?
Who was in charge in your family?
Did people compromise (give in)? How?
What was it like to be in your role? How was this family scene like/unlike your own?
Where did your family get "stuck"?

Closure

Review the decision-making model presented in Unit Eight, page 53. Ask students how they might apply this model to family decisions.

Suggested teacher questions:

How could you use this model at home with your own family?
What would have changed in your role-play if you'd used the model?
How could you use it as a peer counselor with someone who has family problems?

UNIT FOURTEEN: PEER COUNSELORS AND DRUG ISSUES

SKILLS: *Exploring drug usage on campus and in the community*

Examining reasons for drug use among teenagers

Learning how to help peers with drug concerns

NOTE TO LEADER: *Emphasize at the beginning of this unit that peer counselors will NOT be expected to deal with drug problems in their assignments with other students. This section is NOT intended to train peer counselors to be drug counselors, but to provide opportunities for them to explore their own attitudes about drugs as well as to learn ways of finding resources for helping those with drug concerns. You may want to invite counselors from a drug abuse prevention agency and/or alcohol abuse center such as Al Anon or Alateen to speak to the group.*

I. Exploring Drug Usage on Campus and in the Community

20 min.

Ask students how widespread they think the use of various drugs is around the high school campus and in their community.

Suggested teacher questions:

If a student wanted to obtain pot (or pills, etc.), how easy would it be at your high school?

If a teenager new to this area were invited to a party by other students from this school, what kind of drug use would he/she probably encounter?

How many of you have used alcohol? Where and when did you get it?

Are your parents concerned about your exposure to drugs? Do they use drugs? How about other adults you know?

Are you aware of drug dealers in your community?

How do people in your neighborhood view drugs?

II. Examining Reasons for Drug Use Among Teenagers

30 min. 1. Ask a student volunteer to record on butcher paper or the chalkboard three columns with these headings:

CIGARETTES	ALCOHOL	POT AND PILLS

Have students brainstorm all possible reasons why they and their friends smoke cigarettes. Record these reasons in the first column. Continue this process with reasons for drinking alcohol, and finally for pot, pills, and other drugs. Some possible reasons might include:

To gain acceptance from peers
To exert independence from parents
To feel good when lonely, depressed, etc.
To find excitement, relief from boredom

Ask students to notice similarities and differences among reasons for using drugs in the three lists. Do these same reasons hold true for adults?

30 min. 2. Have the group consider alternatives to drugs in meeting the needs they've listed in the activity above. Hand out copies of the worksheet, "Alternatives to Drugs," on page 100. When all students have completed the worksheet questions, lead them in a brief discussion of answers.

NOTE TO LEADER: Answers to worksheet questions 3 and 4 are especially important. This may be a good time to bring in a guest speaker who has expertise in helping students experience "natural" highs. Meditation or yoga leaders would be appropriate. You might also add a centering/ guided fantasy exercise (see Unit Five) to reinforce awareness of alternative "highs".

WORKSHEET

ALTERNATIVES TO DRUGS

DIRECTIONS TO STUDENTS: Answer each of the following questions in the blanks provided.

1. What other activities besides drugs win popularity with other teenagers?

2. What are other ways that teenagers can exert their independence from parents?

3. What else could you do, besides drugs, to get "high" when you're depressed, or to relax when you're tense?

4. Often teenagers feel that trying drugs adds excitement to their lives. What other experiences could you try to bring your life excitement?

5. What else could you do at a party besides drink or smoke pot to be accepted by other high school students whom you admire?

III. Learning How to Help Peers with Drug Concerns

45 min.

1. Begin discussion by asking: How difficult is it to turn down drugs when other students are using them? Ask students to pretend they are at a party where a joint (or a beer) is being passed around. They say they don't want any, but everyone starts teasing them. What is the best thing to say and do?

Ask for several volunteers to role-play this situation. Have them sit in the center of a fishbowl with the rest of the group observing in the outer circle. Stop the action after 5-10 minutes.

Get feedback from the student who role-played turning down drugs:

> How did you feel when the other students teased you?
> What did it feel like to stand up against the others?

Ask students in the outer circle:

> How many of you would be able to say "no" in this situation?
> What would help you stay with and feel good about saying "no"?

45 min.

2. Ask the group to think of someone they have known who has a problem with drugs (including alcohol), or who might have a problem or be developing one. Tell students they will share what they know about this person to develop a profile of a drug abuser. Do this by having each student in turn contribute a characteristic of the person they have in mind. Each member adds to the profile until all have shared characteristics. Make sure the group considers positive characteristics--examples, skilled in sports, plays the guitar--so that the whole person is considered.

Choose a student to take the role of the profile person. Have the group pretend that this person has come to a peer counselor for help. Ask the group to consider ways that the peer counselor could help such a client.

Then ask for a volunteer to role-play a peer counselor working with the profile client. Both volunteers should sit in the middle of the circle. Tell the group that when the peer counselor feels "stuck", he/she may leave the role-play and be replaced by another volunteer from the outer circle.

After 15-20 minutes, stop the role-play and discuss what happened.

Suggested teacher questions:

What was difficult about being a peer counselor in this situation?
How did the client feel about what the peer counselors did?
What are some effective approaches peer counselors could use in helping someone in a similar situation?

15 min.

3. Emphasize that drug problems can be complicated and often the most helpful contribution students can make is to serve as a bridge between the person with a drug problem and professional help. Make students aware of appropriate referral sources in the community: the Drug Abuse Council, Al Anon, Al Ateen, Heartbeat House, etc. Give them phone numbers and contact people, and, if at all possible, invite guest speakers from these agencies to explain their services to peer counselors.

Remind your group that when they make a referral the counselor must allow the person with the problem to make the actual contact with the agency. They can and should, of course, offer support and assistance during the process.

Closure

Close this session by reiterating that peer counselors are NOT expected to deal with drug problems. Help students consider that people with drug problems are often resistant to help and that they cannot force help on others. Also, drug abusers often show slow progress and peer counselors should be aware of probable discouragement.

Review some of the reasons teenagers use drugs, and alternative means of fulfilling the same needs.

UNIT FIFTEEN: DEATH AND LOSS

SKILLS: *Examining personal feelings and attitudes about death and loss*

Exploring cultural differences in rituals surrounding death

Learning to help peers who are dealing with death and loss

Learning to help in potential suicide situations

NOTE TO LEADER: *This may be an emotional unit for students, especially if they have experienced loss in their lives recently. Examine your own feelings about death and about other people showing strong emotions. If this topic is difficult for you, you may want to leave out all or part of the unit in your curriculum, or ask another adult to present these topics. If Hospice is available in your area, their staff and volunteers would be excellent resource people and discussion leaders.*

I. Examining Personal Feelings and Attitudes about Death and Loss

25 min. 1. Ask the group to share their experiences with death and loss. Begin by sharing some of your personal experiences and feelings to model for students.

Possible discussion questions:

How many of you have experienced the death of someone close to you?
What were some of your feelings about this experience?
What helped you during that time?
What did your friends or relatives do to show their support?
If you haven't had the experience of being close to someone's death, have you had a very close friend move away or a close relationship end?
What were your feelings then and how did you get through the experience?

40 min. 2. Have students draw a lifeline to represent their lives from birth until the year they imagine they might die. The line should show major life events and accomplishments they expect to happen. Sketch a model of your own lifeline to serve as an example.

Underneath the lifeline, have students write a paragraph describing the circumstances of their death, the kind of funeral they would like to have, and the names of mourners who will attend their funeral. Allow at least 20 minutes for students to complete this activity.

When all students have finished, ask for volunteers to share their lifelines. Then spend 5-10 minutes discussing their reactions.

Suggested teacher questions:

What was it like for you to think about your own death? your funeral? the people left behind?
What was the hardest part of this activity for you?
What did you learn about your feelings about death?

II. Exploring Cultural and Religious Differences in Death Rituals

30 min. Lead a discussion with students about their knowledge of rituals surrounding death. Encourage them to share practices unique to their own cultural experiences and religious beliefs.

Suggested teacher questions:

Does your family talk about death? How does the subject come up?
What does your family believe about death? about funerals?
What are the funerals like that you've attended? What purposes do funerals serve?
How are your experiences different from those of other cultures in this community? (Consider Chicano, Mexican-American, Anglo, Filipino, Portuguese, Japanese, etc.)
What are your religious beliefs about death and dying?

NOTE TO LEADER: You may want to invite a panel of guest speakers to explore this topic if a variety of cultural and religious groups is not represented among your students.

III. Learning to Help Peers Who are Dealing with Death and Loss

30 min.

1. Ask students to remember a time when they had the experience of talking with someone who had a terminal illness. How comfortable were they?

Introduce Elizabeth Kübler-Ross' idea that it is often more difficult for those close to the dying person to deal with death than it is for the person who is dying.

Suggested teacher questions:

What have your experiences been like when talking with someone who is dying?
What do you imagine was the reason for your discomfort in talking about the subject of their death?

Ask students to consider how comfortable they would be as peer counselors in helping another student who must deal with death or loss (ex.--separation of parents, loss of a very close friendship).

Suggested teacher questions:

Have you ever talked with a friend who was faced with the death or loss of someone close? What was this experience like for you?
Do you think it is better to avoid the subject of death (or loss) if you are uncomfortable talking about it? Why? How might the other person feel?
What can you do to feel more comfortable talking about death?
How can you help another student who is faced with death in his/her life? What can you say and do?

NOTE TO LEADER: Make sure you convey to students that it is important to try to reach out in some way to someone who must deal with loss rather than avoiding the issue. Help the group think of strategies that will make them more comfortable in talking about death or loss with others.

50 min.

2. Stage a demonstration role-play with a volunteer peer counselor and student who has had a death in the family. Review the helping strategies developed in the previous discussion before beginning the role-play.

NOTE TO LEADER: You may want to bring in a student from outside the group who has had this experience and who would be willing to share it with your students. If this is done, you may want to model the role of peer counselor yourself for group members, depending on their skills and level of comfort in dealing with this situation. Be sure ground rules of confidentiality are firmly established.

Stop the demonstration after 5-10 minutes and ask for feedback from the rest of the group.

Suggested teacher questions:

What seemed helpful to the student in this situation?
What else might the peer counselor have done?
How would you feel as the peer counselor in this situation?

Divide the students into groups of four. Have them take turns role-playing what they would say and do on seeing someone for the first time after learning that a family member has died or is dying. Repeat this process for a situation where a student is facing divorce or separation with his/her parents.

After both role-plays are completed, have students report back to the entire group as to what approaches they found to be helpful. Ask what they will want to do as peer counselors when helping one of their peers deal with loss.

IV. Learning to Help in Potential Suicide Situations

NOTE TO LEADER: Peer counseling training is NOT designed to teach students how to be suicide counselors. The purpose of this section is to provide ways of approaching a friend or acquaintance who has talked about suicide.

15 min. 1. Open with a brief discussion to help students explore the subject of suicide.

Suggested teacher questions:

Have you ever known anyone who committed suicide or who talked about it?
What could cause a depression deep enough so that a person would think about ending his/her life (rejection, illness, loneliness, break-up or loss of a close relationship, etc.)?
Are there clues that a person may be thinking about suicide? What are they?

25 min.

2. Give a short lecture on how students can handle a potential suicide situation (or better yet, have a crisis counselor from a local agency do this).

MAKE SURE STUDENTS KNOW:

1) That any person who talks about suicide is asking for help and should be taken seriously.

2) That they should allow the person to express freely his/her feelings about the depression, loneliness, or failure that has led them to consider suicide. DO NOT try to talk the person out of their feelings or to share your own experiences or give advice.

3) That the person needs to know you care about them. Express this directly and don't be afraid to say, "I care about you and I don't want you to kill yourself."

4) That they can be most helpful by suggesting a professional counselor or a crisis hotline number. (Give these numbers to students.) They may also want to arrange another time to follow-up on what is happening with the person in order to lend further support.

UNIT SIXTEEN: SEXUALITY

SKILLS: *Learning to explore feelings about the body and about sexual development*

Clarifying ideas about feminine and masculine sex roles

Exploring beliefs about sex

Learning about contraception and VD

Examining relationship issues

NOTE TO LEADER: *This is an extremely important and sensitive topic for peer counselors. Before beginning this unit, it will be necessary to examine your own comfort and discomfort with topics related to sexuality.*

MAKE SURE that you have parent permission slips from ALL students allowing them to participate in discussions on sexuality (a sample is included in the appendix).

Remember to focus sessions so that students are allowed to explore their ideas, beliefs, and values about sexuality in a caring, safe atmosphere. Be prepared to present factual information without imposing your own personal beliefs or values. It may be a good idea to bring in trained counselors from Planned Parenthood to present some or all of the topics in this section.

Leave time for closure at the end of each session so that students do not leave with misconceptions or misunderstandings about the topics presented. Check out with them what, if anything, they will want to share with their families and friends so that they make accurate reports of training activities.

I. Learning to Explore Feelings about the Body and Sexual Development

45 min. Ask students how they feel about discussing sexuality and, specifically, the changes their bodies have gone through in the

last few years. Ask their ideas about why these are uncomfortable subjects to discuss.

Lead students in making a sexual development chart, letting them supply as much information as possible. Draw the chart on butcher paper or the blackboard. The following is a suggested outline:

	5-11 yrs	12-16	17-25	26-39	40-55	56 yrs on
Males						
Females						

Ask the group to fill in the chart with body changes that occur for males and females in the specified age categories.

Explore any feelings students have about these changes. Then ask them to write down what they like and don't like about their own bodies and any changes that worry them.

Pair them with a partner of the SAME sex. Have them spend 10 minutes sharing the feelings they have written down, taking turns as listeners. Remind listeners to use active listening, give support for feelings, and offer helpful suggestions on ways to handle these feelings.

Reassemble the group and ask for feedback.

Suggested teacher questions:

How were the listeners helpful?
Were listeners sensitive to your difficulties in sharing about this subject?
What are some things you can do to help someone talk about worries and confusions about their bodies?
How do you feel now after sharing these feelings?

QUESTION BOX:

Have students write down one or more questions (use index cards and insist on NO NAMES) that this exercise may have triggered for them on sexual development. Place these questions in a cardboard box labeled "Question Box". Others will be added during this unit and answered both by leaders and other students.

II. Clarifying Ideas about Feminine and Masculine Sex Roles

35 min.

1. Divide the group into male and female sub-groups. Give each group two pieces of butcher paper and felt markers. The male group is asked to brainstorm answers to the statement:

Because I'm a male, I should . . .

Have them record possible endings for this sentence on one piece of paper, and on the other sheet, have them record completions for the statement:

If I were a female, I could . . .

The female group is asked to complete the two statements:

Because I'm a female, I should . . .
If I were a male, I could . . .

Call time after 15 minutes and ask the groups to display their sheets and share answers.

Possible discussion questions:

What differences do you notice between the male group and female group lists?
(To males) Do you feel that the females in this group understand what it means to be a male?
(To females) Do you feel that the males in this group understand what it means to be a female?
Would most men and women agree with your lists? Why or why not?
When do differences between males and females start?
Where do we get our ideas about sex roles? Can they be changed? How?
How would you want to change your sex role?

NOTE TO LEADER: *You may wish to share articles about sex role myths or introduce a speaker from a feminist organization and/or a men's liberation group to complete this section.*

30 min.

2. In this activity students will be ranking masculine and feminine values. Distribute copies of the worksheet, "Masculine and Feminine Values," on page 111, and have students mark the blanks as directed.

WORKSHEET

MASCULINE AND FEMININE VALUES

DIRECTIONS TO STUDENTS: Mark each value as M (important to males), F (important to females), or B (important to both) in the first vertical row of blanks. For values you have marked as important to your own sex, number them in order of importance (1 = most important) in the second row of blanks.

1. _____ _____ Developing physical strength
2. _____ _____ Crying and expressing tender emotions
3. _____ _____ Excelling in math and science
4. _____ _____ Taking risks; being assertive
5. _____ _____ Demonstrating affection and love
6. _____ _____ Earning a good income
7. _____ _____ Getting a college education
8. _____ _____ Having a challenging, satisfying job
9. _____ _____ Creating a comfortable, loving home with a mate
10. _____ _____ Developing talents in art, music, drama

When all the students have finished the worksheet, allow 5-10 minutes for sharing answers.

Possible discussion questions:

Were you surprised by any of the answers?
Would your answers be true for people of different ethnic groups? Give examples.
How have values for masculine and feminine roles changed in the last 20 years?
How do you think values may change in the next 20 years?
Have your values changed during this exercise? How?

QUESTION BOX:

15 min.

Allow 5-10 minutes for students to write questions on any area of sexuality for the question box. Remove those from the previous session and ask for volunteers to draw cards and answer them for the group. Give support for student answers and supply supplementary information.

III. Exploring Beliefs about Sex

50 min.

1. Distribute the worksheet on "Beliefs about Sex," see next page. Allow 5-10 minutes for students to complete the worksheet.

Assemble the entire group after they have completed the worksheet, and spend 20 minutes or so discussing their answers. Ask students to volunteer their answers for items, giving beliefs and information to explain their choices. Make sure each item is covered thoroughly, with equal time devoted to the pros and cons of each issue. Supply information when there seems to be gaps. If you are uncertain about an issue, consult with an expert so that students receive completely accurate information about each topic.

WORKSHEET

BELIEFS ABOUT SEXUALITY

DIRECTIONS TO STUDENTS: Mark each of the statements below True, False, or Don't Know. There are NO right or wrong answers here. Your answers will help you clarify your own personal beliefs about sexuality.

True	False	D.K.		
_____	_____	_____	1.	Women need men to take care of them.
_____	_____	_____	2.	Men need and enjoy sex more than women.
_____	_____	_____	3.	You can identify homosexuals by the way they act and dress.
_____	_____	_____	4.	Women worry more about their looks than men.
_____	_____	_____	5.	Masturbation is normal for boys but not for girls
_____	_____	_____	6.	It is illegal to have sex before you're married.
_____	_____	_____	7.	You lose your desire and ability to have sex when you get old.
_____	_____	_____	8.	Homosexuals are "sick" and should receive treatment so they can have normal relationships.
_____	_____	_____	9.	Sexual fantasies (daydreams) are a natural part of being a sexual person.
_____	_____	_____	10.	All women should enjoy keeping house and caring for children.
_____	_____	_____	11.	Masturbation is a healthy form of sexual expression.
_____	_____	_____	12.	It is possible for a person to have sex and not enjoy it.
_____	_____	_____	13.	A woman can decide by herself whether or not to have an abortion.
_____	_____	_____	14.	A woman must have an orgasm (climax) to enjoy sex.
_____	_____	_____	15.	Contraception (preventing pregnancy) is the responsibility of the female.
_____	_____	_____	16.	A woman can get pregnant the first time she has sexual intercourse.
_____	_____	_____	17.	Parents don't have sex; they're too old.
_____	_____	_____	18.	Birth control methods that work need a doctor's prescription.

30 min. 2. QUESTION BOX:

Request that EVERY student write at least one question about sex for the question box. Collect cards, shuffle, and redistribute them so that no student has his/her own question. Include questions from the previous session. Take turns having students read and attempt to answer the questions they have drawn. Tell the group that they have the right to pass and that they will receive help in answering questions from other students and from the leader as needed. Again, be sure that accurate information is available for each question.

IV. Learning about Contraception and VD

NOTE TO LEADER: It is STRONGLY recommended that this section be covered by a trained counselor from Planned Parenthood. The counselor might give a lecture on various methods of contraception, display and evaluate devices, discuss venereal diseases, explain services provided by Planned Parenthood, and role-play typical counseling procedures for students who visit the clinic.

The guest speaker might also role-play with a student volunteer ways of referring other students to Planned Parenthood.

Invite group members to prepare questions for the Question Box which can be answered by the guest speaker.

V. Examining Relationship Issues

15 min. 1. Have students brainstorm issues that come up about dating. If the group is slow getting started, try to initiate discussion with the following questions.

Suggested teacher questions:

What qualities do you look for in a boyfriend/girlfriend?
How do you refuse a date without hurting the other person?
Is it possible to have a good social experience in high school without dating?
How do you handle sexual advances that you're uncomfortable with? How do you decide how far to go sexually?
Are there double sexual standards for males and females? What are they?
How do you feel about girls who don't seem interested in boys or boys who don't seem interested in girls?
How important are friendships with those of the same sex?

50 min. 2. Divide students into groups of 3-4. Assign each group an equal number of relationship issues from the list developed in section one. Ask them to develop at least one role-play situation where a student has a problem with one or more of the issues mentioned.

Sample Role-play:

> A friend comes to you upset because her boyfriend wants her to have sex with him. He says if she doesn't, he will know she doesn't love him and break up with her. She wants to wait until she is sure of her feelings for him. She is asking you for help. What do you do?

Ask each group to choose 2 students from another group to act out their role-play skit. Have the creator of the role-play explain the situation and assign parts (tell students it's best to have just two parts--student client and peer counselor). Let the action roll for 5-10 minutes. Then ask for feedback from the rest of the students.

Suggested teacher questions:

> What kind of help did the student with the problem receive?
> What would you recommend as a helper in that situation?
> What have your experiences been with this kind of problem? What has worked for you?

Repeat this process until every group has acted out a role-play. Ask for feedback at the end of each skit.

Closure

Explore how students feel about the way your unit on sexuality was presented. Ask for their suggestions about topics that might be added or for different ways to introduce activities and issues.

At the end of each session, ask students to describe what they learned and how they felt about the day's activities. This de-briefing may help to correct misconceptions or eliminate possible discomfort about sexuality topics.

APPENDIX

PARENT CONSENT LETTER

Dear Parent,

Your son/daughter has chosen to take an elective class at _____ High School titled "Peer Counseling". This course is designed to help students learn how to help other students effectively. Peer counseling is a part of the regular Watsonville High School curriculum and is taught by several teachers and counselors on the staff.

Skills taught in the class include learning how to be a good listener, how to communicate with others effectively, and how to help others make decisions without giving advice. Students also learn to examine their own feelings and values in the areas of family, drug issues, death and loss, and sexuality.

The purpose of the unit on sexuality is to allow students to explore some of the feelings and concerns they have as adolescents. It is NOT designed to be a sex education or family life unit.

As part of the peer counseling course, students have an opportunity to choose assignments where they will help another student with a school-related problem. Typical assignments include tutoring, helping students who are new to the school, and assisting guidance counselors and teachers by giving help to students who are having difficulties. In all cases, students will be closely supervised by an adult teacher, counselor, or psychologist.

In order to measure what students learn as a result of this course, we would like your permission to give your student several self-esteem and attitude questionnaires. All information will be be kept private and will not be shared with anyone without your permission.

If you agree that your son or daughter can participate in the peer counseling class as explained above, please sign below and have your student return the form to school. NO student will be enrolled in this class without parent permission.

Please contact me if you have any questions. You are welcome to visit class sessions and to examine any of the course materials. Thank you for your cooperation.

Sincerely,

(Signed by school psychologist
or Peer Counseling instructor)
_____ High School
Phone Number _____

- -

I give my consent for my son/daughter to be in the Peer Counseling class at _____ High School as explained above.

Date: _____ Signature: _____

PEER COUNSELOR ASSIGNMENTS

NOTE TO LEADER: These assignments are samples of those that we have used with Units 1-9. We have found that some type of outside assignment is necessary to help students practice and integrate skills learned during group sessions. Another important use of assignments is to balance the largely oral tasks done in class with written work.

Other suggestions, depending on the interests and skill levels of your particular group, might include reading assignments from Virginia Satir, Carl Rogers, Eric Berne and other popular source books, and/or having students keep a journal of their peer counseling experiences.

Films are also excellent discussion starters and can be used to spark assignments. A list of films is available from your county Curriculum Materials Center and includes topics such as peer relationships, family, drugs, and personal responsibility.

1. Introduce yourself to someone you do not know AT ALL. Write a paragraph describing how you felt about the experience and how you think the other person felt.

2. Meet with someone from this class or with a friend or family member to practice active listening. Write a summary of your conversation, recording both parts in script form, or make a cassette tape of your practice session.

   Example: Joe: "I could have killed my brother when he tore up my English paper!"

   Me: "You were really angry . . ."

3. Play detective. OBSERVE someone for 5 minutes who is talking with someone else. Notice posture, body movements, eye contact, tone of voice, and other non-verbal behaviors. Write a summary of what you saw and heard. BE SPECIFIC!

4. Send effective messages to 2 people you know. Include all the parts defined in class. Write down WHAT you said each time, HOW the other person reacted, and what you might have ADDED to be more effective.

5. Send 5 "I" statements to family or friends. Write them down and describe the situations where each statement was given.

6. Choose 3 people who have given you special, personal help (other than family or friends). These might include teachers, counselors, ministers, or other adults. Describe how each one helped you, what they did that was helpful, and what was not helpful.

7. Interview someone you do not know well. Include 2 closed questions, 2 open questions, and 3 "how" questions. Summarize what you learned about the person. Were the questions you asked effective? Why or why not?

8. Practice brainstorming with someone in your family or with a friend. Write down what the situation was and the list you came up with as you brainstormed.

   Example: grocery list for a big party,
   chore list,
   places to go on the weekend, etc.

9. Help someone who shares a school problem with you to clarify what the problem is and what he/she wants to change. Write down this information in a paragraph.

10. Guide someone through the entire decision-making process. Record what happened at each of the 8 steps. Describe the outcome (what choice or decision did the person make?), and how the other person seemed to feel about the help you gave. How do YOU feel about what happened?

PEER COUNSELOR PERFORMANCE RATING SHEET

DIRECTIONS FOR LEADER: *This rating sheet is presented as one method for evaluating peer counseling skills. This particular sheet might be used at any time after Unit 8. Others may be constructed for different skill combinations.*

Name _____

Date _____

	20 pts Excellent	15 pts Good	10 pts Fair	5 pts Poor	0 pts Not Observed
I. Non-Verbal Encouragement (Eye contact, head nodding, posture, etc.)					
II. Active Listening (reflecting content & feelings accurately)					
III. Questioning (using closed, open, informational, & feeling questions appropriately)					
IV. Values Clarification (bringing out underlying values beneath choices)					
V. Brainstorming Alternatives (providing several choices to client--bringing out other possibilities)					
VI. Decision-Making (using various parts of the model such as action planning, follow-up, evaluating alternatives, etc.)					

COMMUNITY RESOURCES FOR PEER COUNSELING CLASSES

It is important for peer counselors and peer counseling teachers to be aware of a variety of community resources and the specific services which they provide. Not only can peer counselors learn to refer people to these agencies appropriately, but counselors and other representatives from nearby agencies are often willing to speak to peer counseling classes and thus provide valuable enrichment to the peer counseling curriculum.

In most communities there is some type of community resources directory which lists agencies which might be useful. In other locations, members of a major counseling agency can be helpful in identifying those agencies which can be helpful to your program.

The following is a list of agencies and people from the Watsonville area which we have identified as resources for the HOLD peer counseling program.

Agency and Contact Person	*Speaker Topics*
1. Al Anon - 688-2058 or 2059 Mary Ellen	Alcoholism
2. Dawson Learning Center - 722-5911 Sandra Pounds	Drug Values & Clarification
3. Parents' Center - 728-2233 Baadri Dass	Parent-adolescent conflicts Centering & relaxation
4. Volunteer Services - 728-1438 Polly Raven	Volunteer opportunities in Watsonville
5. Youth Employment Services - 724-7531 Maxine Engleman	Job opportunities for low-income youth
6. La Coalicion - 724-3801 Frances Tavera	Multi-cultural counseling issues
7. Heartbeat House - 728-2295 Jean Hanley	Crisis Counseling
8. Hospice of Santa Cruz Co. - 688-1286 Marilyn Young	Death and dying issues
9. Rivendell - 688-1286 Tony Hill	Personal power and self-esteem
10. Youth Services - 728-2226 David Sawi Theresa Biggam Peter Gaarn	Youth rights, runaways
11. Switchboard Charlene Lages	Counseling and other volunteer opportunities in Santa Cruz Co.

12.	Probation Department - 688-2033 Mike Cowan	Legal issues with youth
13.	Family Services - 724-7123 Nancy Norris Signe Frost	Transactional analysis, adolescent family counseling
14.	Center for Human Communication Ed Frost 722-7737	Transactional analysis, counseling issues
15.	The Owl, Salinas George Salas	Drug alternatives, hypnosis, centering activities
16.	Children's Protective Services Liz De Cristoforo - 688-2033	Incest, child abuse
17.	Pajaro Valley Mental Health Clinic Max Camarillo 722-3577	Stress, mental health issues
18.	Planned Parenthood - 722-7526 Nancy Abbey-Harris	Sexuality, birth control
19.	Teen Age Mothers (TAM) - 728-3311 Sue Hill	Early pregnancy and child care
20.	Suicide Prevention - 426-2342 Jerry Freeman	Suicide prevention strategies
21.	District Psychologist - 728-3311 Bonnie Wendt	Self-esteem, decision-making

THE EXPERIENTIAL LEARNING MODULE

NOTE TO LEADER: The experiential learning model is included in this manual as a guide for developing additional peer counseling lessons and units. The five steps below provide suggestions for planning learning activities with appropriate discussion questions.

This model is based on Carl Rogers assumption that people can and should be responsible for their own learning, and that the most effective learning takes place under self-directed conditions. Including the five steps below in every training activity will insure maximum learning and application of basic concepts.

I. EXPERIENCE: Group members should first be presented a common, structured learning experience. Directions need to be clear and specific time allotted for completing the activity.

II. PUBLISH: After the structured learning experience has ended, students should be guided in publishing their feelings and reactions to the activity.

EX: How did you feel when . . .?

III. PROCESS: The third step in the model involves helping group members to compare their personal experiences with those of the rest of the group. How were they alike? different? What did they notice about how other students reacted?

IV. GENERALIZE: Leaders should then help students generalize from their own experiences and those of the rest of the group to what is true in the outside world.

EX: "How was what you and the rest of the group experienced today like what always happens when . . .? How was it different?"
"What can we say is usually true about this kind of experience?"

V. APPLY: This last step involves inviting group members to apply their generalizations or truths from step 4 to future experiences.

EX: "What will be different the next time you . . .?"
"What will you remember about . . .?"

GLOSSARY

NOTE TO LEADER: Peer counseling leaders who have not had background experience in the fields of counseling and psychology may encounter unfamiliar terms in this manual. Some of these terms have been included below with their contextual meanings as used in the Peer Counseling Training Manual. For those words not included here, the glossaries of major counseling or psychology textbooks might prove helpful resources.

1. Behavior - This term refers to discreet, observable actions which may be either verbal or non-verbal.

2. Brainstorm - A group technique used to elicit the greatest possible number of ideas within a limited time frame. Participants are instructed to contribute suggestions no matter how farfetched or unworkable. Clarification, or "weeding out" inappropriate contributions, takes place AFTER brainstorming has concluded.

3. Centering - An activity which enables the individual to experience calming and inner awareness; the purpose is to help participants focus attention on their inner experiences rather than the outward, external environment.

4. Closure - A closing activity which reinforces previous learning experiences and integrates them through past and future peer counseling applications.

5. Confidentiality - A basic condition of the counseling relationship; the counselor assures the client that personal disclosures will not be shared with anyone without the client's explicit permission.

6. Dyads - Groups of 2 participants.

7. Facilitate - The act of guiding and helping a group toward an agreed-upon goal; the peer counseling leader facilitates student activities in order to achieve specific learning goals stated for each unit.

8. Fishbowl - A double-circle technique which structures group sharing; one group is instructed to discuss their experiences in the center circle while the second group forms a larger surrounding circle to observe without talking. Later, the outer circle members move to the center and those formerly in the center move to the outer circle, and the discussion is completed by the new center group.

9. Owning Responsibility - Accepting the consequences, both positive and negative, of particular choices and actions.

10. Model - A guide which outlines a series of steps which may be followed to achieve similar results to those produced by the original activity.

11. Process - The act of exploring reactions and experiences triggered by a discussion or learning.

12. Put-downs - A verbal comment which attempts to discredit or embarrass another.

13. Relaxation - The state of feeling calm in mind and body achieved by suggestions to relax specific parts of the body and to slow and deepen breathing.

14. Role-play - A learning technique where participants assume identities of others in a given situation and react accordingly.

15. Triads - Groups of 3 participants.

BIBLIOGRAPHY

NOTE TO LEADER: This bibliography provides a partial list of resources for the peer counseling leader. Some references are included to provide information about various kinds of peer counseling programs; others offer explanations of relevant counseling approaches.

Starred (*) items are considered appropriate for students reading at the high school level. Similar types of books are available at local bookstores or school libraries. Depending on the nature of your program and the needs of your students you may want to suggest a specific outside reading list for your peer counseling group.

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